

SCHEME OF LEARNING – FINE ART - YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>AO1 Research Explore ideas demonstrating understanding of the work of other artists</p> <p>AO3 Record Record ideas and observations reflecting on your own work</p>	<p>AO1 Research Explore ideas demonstrating understanding of the work of other artists</p> <p>AO2 Refine Develop ideas by experimenting with different materials and techniques</p> <p>AO3 Record Record ideas and observations reflecting on your own work</p>	<p>AO2 Refine Develop ideas by experimenting with different materials and techniques</p> <p>AO3 Record Record ideas and observations reflecting on your own work</p> <p>AO4 Evaluate Present a meaningful response to your theme. Evaluate your work using visual language.</p>	<p>AO1 Research Explore ideas demonstrating understanding of the work of artists</p> <p>AO2 Refine Develop ideas by experimenting with different materials and techniques</p> <p>AO3 Record Record ideas and observations reflecting on your own work</p>	<p>AO2 Refine Develop ideas by experimenting with different materials and techniques</p> <p>AO3 Record Record ideas and observations reflecting on your own work</p> <p>AO4 Evaluate Present a meaningful response to your theme. Evaluate your work using visual language.</p>	<p>AO1 Research Explore ideas demonstrating understanding of the work of artists</p> <p>AO2 Refine Develop ideas by experimenting with different materials and techniques</p> <p>AO3 Record Record ideas and observations reflecting on your own work</p> <p>AO4 Evaluate Present a meaningful response to your theme. Evaluate your work using visual language.</p>
<p>Initial Research: Statement of Intent Thought Shower Moodboards Artist Research</p>	<p>Research: Statement of Intent Thought Shower Moodboard Artist Research</p>	<p>Connections and Development Design Plan for Me in a Matchbox</p>	<p>Initial Research: Statement of Intent Thought Shower Moodboards Artist Research</p>	<p>Further Research Artist 2 Connections and Developments</p>	<p>Research: Artist facts Artist copies Design plan Outcome</p>

Critical Study Analytical drawings Digital Sketchbook		Series of mixed media pieces to create a sketchbook of their findings Evaluation	Critical Study Analytical drawings	Design Ideas related to theme Final Outcome Digital Sketchbook Evaluation	Evaluation
HW Tasks:					
Produce a series of line and tonal drawings from observation to achieve Learning Objective 'A03' Record	Tonal drawing Van Gogh line drawing Project – Task 1 Design/plan of 'Me in a Matchbox'	Task 2 Produce a box of memories related to the theme in the style of Joseph Cornell. Produce drawings of its contents	Research Project on artist/sculptor Mike Libby. Students to gain knowledge of Mike Libby by producing a double page of facts and images of the artist's work.	Produce a written piece comparing both artists. Guidelines will be provided. Evaluation	Produce artist copies of their chosen artist. Design and plan their final outcome. Evaluate.
<p><u>Rationale:</u> During the year students will produce sketchbook work and digital sketchbooks that demonstrates coverage of the four assessment objectives. Having arrived at the school with little or some knowledge of art SOL will be focusing on introducing them to; researching artists, gaining knowledge of artists and how society at the time may have impacted on their work, analysing/critical studies, observational drawing, use of mixed media through 2D and 3D pieces. There will be a strong emphasis on developing drawing skills through a range of media and observational drawing. This will help give them some confidence in their ability to use these skills to a reasonable level. Most students should be working within Beginning and Developing by end of Year 7/ Students demonstrated a greater awareness of the work will be given extension tasks to enable them to reach their full potential.</p> <p>Students are expected to use the structure of the each unit as an opportunity to fully engage with a given theme and create a personal response (with teacher guidance) which demonstrates their ability to handle materials, techniques and processes at beginning and developing levels safely therefore covering the assessment objectives. It is important in enabling students to begin to develop a personal language, to express ideas and to link their intentions to outcomes with some confidence in preparation of developing this further for Years 8, 9 etc.</p>					
Part One - Students encouraged to work independently to research one out of 4 artists – Sarah	Students begin with an introduction to Joseph Cornell. They will gain knowledge of American history	They will further their knowledge of colour theory looking at tints and shades to produce a tonal	Research botanical artist Maria Sibylla Merian to gain knowledge of her	Using their Libby research homework students produce design ideas in the style Merian for their	Students must demonstrate a beginning/developing understanding of the four assessment

<p>Graham, Franz Marc, Bertha Morisot, Henri Magritte . Teacher will give guidance through powerpoint presentations these will be accessed by students in Showbie. Students will gain knowledge of how to describe and analysis a painting. Discussions will take place for analysing a painting. Students will be taught to research basic facts about their artist. Students demonstrate their prior knowledge/artistic ability through producing artist copies and observational drawing. This giving the opportunity for an all rounded assessment of each student. All work will be carried out in a sketchbook and finally submitted as a digital book for assessment.</p>	<p>during the 1920's and how this impacted on the life of Joseph Cornell as a textile buyer to then becoming an artist. Students will produce a double research page in their sketchbook of facts, examples and copies of the artist's work. Students will be introduced to taking and editing photographs using their Ipad. Their series of photographs will be used for observational drawings. Each drawing will be media/skill related; tonal drawing, paint (using complementary colours). Students will gain knowledge of colour theory. (Primary, secondary and tertiary colours; complementary colours) and how Van Gogh has used this in his work.</p>	<p>black/white painting. Students will be continuing to produce a series of drawings using continuous line, collage and applying their findings to different surfaces. Each piece of work will be collated to create a mini sketchbook to accompany their Me in a Matchbox piece. They will gain knowledge of how to present their work successfully. Their homework will show knowledge and understanding of the work of Joseph Cornell and 'assemblage'. This unit will prepare students with skills required for Year 8 and beyond.</p>	<p>drawings/watercolours and large contribution to discovering metamorphosis through her studies and the challenges, as a woman, she faced. A double research page will be produce with more in-depth facts/images to encourage students to gain a higher level in AO1. Continuing in their sketchbook students will produce a series of bug studies developing/refining drawing/painting skills in the style of a botanist artist. (AO2/3) Using the structure provided previously, students will become more aware of the assessments objectives. Extension studies will be set for the more able. Students will be asked to compare both artists style and purpose and if they</p>	<p>3D bug. Students gain knowledge of the mechanism of a watch (inspired by Libby) and incorporate this into their designs. In working towards a final outcome students will be expected to make decisions about how to develop their ideas and how best to choose appropriate subject matter through which to explore their 3D making skills. They'll be revisiting the knowledge gained previously on colour theory to help enhance their design. Students will experiment with wire, paper, cardboard and mechanical pieces to produce a 3D inspired by Mike Libby. Their drawings/designs will be executed in the style of Maria S M. A written evaluation will be produced to identify areas of</p>	<p>objectives through their final mini project. They are to assess their previous projects and highlight areas of weakness and ensure these are addressed in this project. Students revisit 'The Skills Project'. Students will have a choice between 4 artists to study. This giving them the opportunity to work more independently and give them ownership of their work. The will gain knowledge of their artist through producing a facts page. Prior knowledge/artistic ability through producing artist copies and observational drawing will be repeated in their homework. They will select the media most appropriate to their work and produce a final</p>
--	---	--	---	--	---

<p>Part 2 – A series of drawing/mark making exercises using chalk, charcoal, oil pastels, pencil etc. Looking at drawing to music, emotions and movement. The HW project is designed to give students the opportunity to produce line and tonal drawings linked to their classwork.</p>			<p>impacted on nature/science.</p>	<p>success and areas for improvement and how this can be achieved and used for future work.</p>	<p>outcome linked to their artist. A formal evaluation. This giving the opportunity for an all rounded assessment of each student. All work will be carried out in a sketchbook and finally submitted as a digital book for assessment.</p>
<p>Assessment:</p>					