



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>INTRODUCTORY COURSE</p> <p>(NB Each teacher to use each learning programme as a guide. To be adapted to suit creative interests and to encourage new project ideas and further motivate the students)</p>	<p>To develop accuracy and presentation.</p> <p>To develop the ability to concentrate fully and to spend quality time in order to produce intricate outcomes.</p> <p>To aim to create original ideas and designs.</p>	<p>Assessment For Learning (AFL)</p> <p>Font</p> <p>Accuracy</p> <p>Clarity</p> <p>Precision</p> <p>Imaginative</p> <p>Original</p> <p>Creative</p> <p>Detail</p>	<p>'Blessed Trinity' font sheet.</p> <p>AFL system and curriculum explained.</p> <p>Study past students work.</p> <p>Group discussion.</p> <p>Describe what an exceptional outcome looks like.</p> <p>Self and peer informal assessment of drawing skills.</p>		<p>Equipment list: Pencils (HB and 2B), eraser, sharpener, ruler, pencil crayons.</p> <p>Complete 'Blessed Trinity' design sheet. Each letter to be accurate and in pencil. Each background to be creative and varied, full of detail, pattern and in pencil crayon</p>
<p>Drawing skills and techniques</p>	<p>To develop observational drawing skills and mark-making techniques.</p> <p>To be able to select appropriate mark-making techniques to create realistic textures.</p>	<p>Texture</p> <p>Layering</p> <p>Cross-hatching</p> <p>Mark-making</p> <p>Tactile</p> <p>Grained</p>	<p>Study observational drawings containing detailed mark-making for texture and realism.</p> <p>Discuss what mark-making techniques are and discover that it is important to use mark-making to add texture to a drawing to create realism.</p> <p>Mark-making/drawing skills in preparation for orange slice test (or other relevant observational drawing objects). Discover and invent a wide variety of techniques . Also layer them for sophisticated textures.</p> <p>Using different grades of pencils to work out which to select for different types of drawing.</p>		<p>Mark-making squares. To be full of variety and layers. Hardly any white paper left.</p> <p>Invent techniques by look around your environment for textures.</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Drawing skills and techniques</p>	<p>To develop shading and use of a full range of tones.</p> <p>To learn how to observe an object in order to record details accurately.</p>	<p>Shading</p> <p>Tone</p> <p>Halftone</p> <p>Depth</p> <p>Contrast</p>	<p>‘Tone’ sheet or other task to develop shading techniques.</p> <p>Discuss why a full range of tones is necessary to enhance drawing and in order to create 3D effects.</p> <p>Critical studies—To study artists work who use tone effectively.</p> <p>Discuss different styles.</p> <p>Create a tone ladder and use tone to turn a circle in to a sphere.</p>	<p>Connect with the work of artists</p>	<p>Tone related work sheet.</p> <p>Adapt the letters into an original design, Include a full range of tones inside each section. Consider light and shade, and depth, whilst aiming to create 3D effects.</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Observational Drawing	To learn how to observe an object in order to record details accurately.	Observational Intricate Tone Grayscale Mark-making Texture	Orange slice observational drawing test (or other relevant observational drawing objects). Teacher to coach students through the drawing. How to really look at objects. Create a list of Top Ten drawing tips. Review progress and feedback which drawing tip enhanced drawing skills the most.	Build on drawing skills	Observational drawing. Students to choose an object to draw from direct observation. Aim to consider and use the drawing tips.
Colour theory	To develop colour blending skills and understand colour theory.	Blending and layering Colour transitions Primary, Secondary, Tertiary and Complementary colours	Colour blending samples. Study examples of sophisticated colour blending. Discuss the colour effects and discover how they are created. Colour theory explained and the use of the colour wheel when selecting colour combinations. Study Art from different cultures as inspiration for a headdress	Other cultures	Headdress design or a task which incorporates all drawing skills covered so far. Texture, tone, colour blending and accuracy/detail. Theme being animals and creature, realistic or fantasy/myth.
Painted dodecagon	To learn how to construct a dodecagon. To develop accurate painting techniques. To learn how to mix secondary and tertiary colours.	Dodecagon Colour wheel Pigment Hue Tints and shades Harmonies Colour associations Contemporary Technique	12 segment colour wheel (dodecagon) to be constructed. Practice painting accurately and smoothly. Practice mixing colours. Paint accurate colours on the dodecagon. Recap colour theory and introduce facts about brushes, pigments and hues, harmonies etc. Study examples of Contemporary African art.	Mathematics	Critical studies research. Find images and facts about Art from different cultures. Could be Contemporary African Art. This is preparation for future work combining pattern design and cultural imagery.



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Introduction to print concepts	To understand the concept of printing.	Transfer Symmetry Expressive Print Redefine	Wax crayon print inspired by African Art and/or other cultures (including contemporary artists) – introduction to Critical Studies. Focus on how to use research as a source of inspiration in order to create original designs. Discuss symmetry. Discover the relevance and benefits of studying the work of other artists.	Build on Critical studies experience. Mark-making and pattern skills Recap colour theory	A task focusing on use of pattern.
Introduction to creating a print	To use previously learnt drawing skills whilst creating a print.	Refine Review Modify	Use mark-making and pattern skills to create a detailed print. To choose the dark hues only when selecting wax crayons. Some students to use watercolour in an expressive style on the opposite side to the wax crayon before transferring and creating a print.	Mark-making and pattern skills Recap colour theory	Students to decide on own design plan or to develop a polysymetric pattern as demonstrated during the lesson.
Project review and consolidation of outcomes	To learn how to review, refine and modify outcomes.		Students assess outcomes, make improvements, select and mount. Group crit.	Review drawing skills	Own choice personal studies. Select an object or image to draw. Aim to demonstrate as many of the drawing skills learnt during the introductory course.