



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>NATURAL FORMS</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 use research effectively in order to develop original well informed designs and illustrations.</p> <p>To further develop colour blending.</p>	<p>Font</p> <p>Accuracy</p> <p>Clarity</p> <p>Illustration</p> <p>Render</p>	<p>Introductory task to recap on drawing and design skills developed during Year 7. AFL folders handed out and labelled, AFL system explained. Study past students work. Group discussion. Describe what an exceptional outcome looks like.</p> <p>Seating plan/groups finalised.</p> <p>Self and peer informal assessment of drawing skills.</p> <p>Recap colour blending.</p>	<p>Year 7 Half Term One—'Blessed Trinity' design task</p> <p>Year 7 Half Term Two—Colour blending</p>	<p>Equipment list: Pencils (HB and 2B), eraser, sharpener, ruler, pencil crayons.</p> <p>Research images for the development of illustrations.</p> <p>Complete drawing/design task. Aim for original illustrations. Render using pencil crayon (colour blending)</p>
<p>Building up the use of a wide variety of media</p>	<p>To develop accuracy when drawing from secondary source images. To learn to draw using different media and a variety of media</p> <p>To develop the confidence to experiment with new media.</p>	<p>Texture</p> <p>Layering</p> <p>Experimentation</p>	<p>Select appropriate secondary source images to draw from. Teacher to coach students through each drawing stage.</p> <p>Students to draw a natural form image using new media. For example, drawing with masking tape. Discuss tone and texture. Study artists work who draw in different media and who draw natural forms.</p> <p>Practice creating texture and tone using masking tape. Create a natural forms drawing using only masking tape.</p>	<p>Connect with artists</p>	<p>Research natural forms artists e.g. Ernst Haeckel.</p> <p>Secondary source drawing. Possibly Joe MacGown's insect drawings. Focus on detail and mark-making for 3D effects.</p>



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Drawing skills and techniques	<p>To develop observational drawing skills</p> <p>To build on the use of observational drawing tips and mark-making techniques to produce realistic drawings.</p> <p>To create a smooth full range of tones when drawing.</p> <p>To learn where to position highlights and contour lines for 3D effects.</p>	<p>Shading</p> <p>Tone</p> <p>Depth</p> <p>Contrast</p> <p>Observe</p> <p>Highlights</p> <p>Contours</p>	<p>Study observational drawings containing detailed mark-making for texture and realism and tonal drawings.</p> <p>Mark-making/drawing skills in preparation for Natural forms observational drawing test.</p> <p>Observational drawing test – coach students through the drawing.</p> <p>To draw a real flower, step-by-step.</p>	Year 7 Half Term One—Mark-making and tone.	Observational drawing. To build on the skills developed whilst drawing a flower. To choose any natural form to draw from direct observation. Aim to develop the use of the tips and techniques.



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<p>NATURAL FORMS</p> <p>Painting – poster paints</p>	<p>To develop colour blending skills and understand colour theory.</p> <p>To be able to blend colours when adding texture to a drawing.</p> <p>To develop accurate paint mixing and blending techniques.</p> <p>To learn how to create texture and tone in paintings.</p>	<p>Highlights</p> <p>Tints of colour</p> <p>Contrast</p> <p>Harmonies</p> <p>Stippling</p> <p>Stipple</p> <p>Blending</p> <p>Texture</p> <p>Limited palette</p>	<p>Colour blending samples. Combine blending and textures for realism. Study past students sophisticated colour work. Build up layers of colour. Could enlarge a section of their flower observational drawing.</p> <p>Painting Natural Forms images or objects. Aiming for 3D effects. Experiment so that the paint is blended smoothly and evenly through each colour change.</p> <p>Create appropriate mark-making for realistic texture. Use a limited palette to ensure colour mixing skills are developed.</p>	<p>Year 7 Half Term Two—Colour theory</p> <p>Year 7 Half Term One—Colour wheel</p>	<p>Drawing using pencil crayon colour blending. To choose a natural forms image to develop into a 3D drawing by blending and including relevant textures.</p> <p>Critical studies research. Research a natural forms artist. Focus on the shape and texture. Bring in images and facts to use and discuss.</p>
<p>Mono-printing</p>	<p>To understand the concept of printing using printing ink.</p> <p>To learn how to roll the printing ink on the table and make the ink very thin.</p> <p>To create a monoprint which contains texture and is inspired by an artists work.</p>	<p>Consistency</p> <p>Impression</p> <p>Spontaneity</p> <p>Monoprint</p>	<p>Mono-prints inspired by Natural Forms images (including) contemporary artists) – Critical Studies.</p> <p>To prepare an original design by studying their Critical Studies research, secondary source images and their observational drawings.</p> <p>Monoprinting experimentation.</p> <p>Try using a pencil, eraser and other objects to create an impression. Could lead on to 2 colour printing.</p>	<p>Year 7 Half Term Two—Wax crayon print</p> <p>Year 7 Half Term One—Connecting with the work of artists</p>	<p>Tasks focusing on use of pattern. Could look at William Morris patterns as inspiration for an original pattern based on the theme of natural forms.</p>



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Oil pastel	To develop oil pastel blending techniques.	Blending Underpainting Form and value Composition Layering	Create own image inspired by Natural forms sources. Create 3D effects whilst blending oil pastels.  Aim to make it look 3D by adding layers of texture and tone. Also to select appropriate areas to leave untouched to act as highlights.		Planning and designing.  More observational or secondary source tasks.
More media studies	To develop drawing skills using a range of media.  Teacher to find out what median the students need to experience based on their Year 7 course.		Based in the theme of natural forms, students build up a body of work in a range of media. For example, pencil crayon colour blending.	Year 7 Half Term One—colour blending	More observational or secondary source tasks.
Project review and consolidation of outcomes	To learn how to review, refine and modify outcomes.	Refine Review Modify	Students assess outcomes, make improvements, select and mount.  Group Crit.	Reviewing of drawing skills	Own choice personal studies. Select an object or image to draw. Aim to demonstrate as many of the drawing skills learnt during Year 7 and Year 8 Term One



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<p>STILL-LIFE</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</p>	<p>To develop pencil tone.</p> <p>To learn how to draw an ellipse.</p> <p><u>Possible media to include during this project:-</u> Chalk/charcoal Cardboard construction/ Relief/3D Collage and surface textures</p>	<p>Perspective awareness</p> <p>‘The viewers’ eye’</p> <p>Cubism. Futurism</p> <p>Abstract style</p> <p>Still-life</p> <p>Viewfinder</p> <p>Focal point</p>	<p>To recap on how to add tone to drawings to create 3D effects. Focusing on a full range of tones and including highlights.</p> <p>Understanding how an ellipse is created and how to adapt to suit position of objects.</p>	Year 7 Half Term 1 Tone	To practice drawing still life objects.
Still life drawing	<p>To learn how to draw still life objects accurately. Focus on accurate ellipse drawing.</p> <p>To create a still life arrangement.</p> <p>To draw from the arrangements in different media.</p>	<p>Arrangements</p> <p>Cylindrical</p> <p>Symmetry</p> <p>Ellipse. Ovals</p> <p>Guidelines</p> <p>Contours</p> <p>Proportion</p> <p>Representational</p>	<p>Individual drawing of still life objects – teacher to coach students through stages of drawing. For example, vases and bottles.</p> <p>Drawings of groups of objects in appropriate media. For example, pencil, pencil crayon and felt tips.</p>	Year 7 Half Term 3 Portrait construction	<p>Critical Studies research e.g. Cubism, Indian Designs from Ancient Ecuador.</p> <p>Secondary source drawings</p> <p>Observational still life drawings</p>
<p>Critical Studies discussions and presentation</p> <p>Chalk/charcoal</p>	<p>To be able to analyse and understand critical studies images.</p> <p>To develop drawing skills using a range of media. To be able to include a wide range of tones and create 3D effects.</p>	<p>Cubism</p> <p>Isms</p> <p>Light source</p> <p>Shadows</p> <p>Tonal range</p> <p>Muted palette</p> <p>Highlights</p> <p>Negative space</p> <p>Impact</p>	<p>Group discussion based on critical studies – still life related images. For example, to study Cubism.</p> <p>Chalk and charcoal study. To create 3D effects on bottle/vase drawings or other cylindrical still life objects. Considering the effects of light and shade.</p>	Year 7 Half Term 3 Chalk and charcoal	<p>Still life related research</p> <p>Planning/designing task</p>



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<p>STILL LIFE</p> <p>Project development</p> <p>Compositional arrangement</p>	<p>To learn how to use outcomes to design and develop a final piece.</p> <p>To learn how to create a 3D construction or to focus on relief work and surface texture.</p> <p>Optional: To work in pairs or small groups when developing this project.</p> <p>To understand composition.</p> <p>To learn how to work independently or in pairs when planning a final piece.</p>	<p>Compromise</p> <p>Team work</p> <p>Speed sketches</p> <p>Developments</p> <p>Final plan</p> <p>Templates</p>	<p>Design and make a final piece involving the use of collage and surface texture.</p> <p>To use still life outcomes to develop a final piece in mixed media.</p> <p>To plan how to construct a 3D structure or relief piece. Possibly in cardboard or clay or modroc.</p>	<p>Year 7 Half Term 4 Project Development</p>	<p>Annotated design sheets.</p> <p>Collect collage materials to use when creating surface texture.</p>
<p>3D/Relief work</p>	<p>To develop the concept of Still Life.</p> <p>To develop problem solving skills.</p> <p>To learn how to draw in 3D.</p>	<p>Maquette</p> <p>Manipulation</p> <p>Modroc</p> <p>Vessels</p> <p>Experimentation</p> <p>Taking risks</p>	<p>To work from maquettes in order to solve problems when working out how to construct the 3D structures.</p> <p>Create 3D pieces based on the theme of Still Life.</p> <p>To work individually or in pairs or small groups to design and develop a 3D structure.</p>	<p>Year 7 Half Term 4—3D work using clay</p>	<p>Secondary source drawing</p>



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<p>ART FROM DIFFERENT CULTURES</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 build up knowledge and understanding of a wide range of contemporary art and art from other cultures.</p> <p>To focus on developing new media skills. Possibly textiles based or to choose appropriate media needed to enhance drawing skills developed earlier.</p>	<p>Contemporary</p> <p>Traditional</p> <p>Values</p> <p>Beliefs</p> <p>Stereotype. Biases</p> <p>Celebrate diversity</p> <p>Figurative</p> <p>Engagement</p> <p>Unique</p> <p>Subject matter</p> <p>Style</p> <p>Critical studies</p>	<p>Possibly study art sources that lend themselves to the development of textiles based project.</p> <p>Critical studies discussions and presentations.</p> <p>Observational drawing skills – teacher to coach students.</p> <p>Observational drawing test.</p>		<p>Critical studies research</p> <p>Theme research</p> <p>Secondary source drawings</p> <p>Planning process</p>
<p>Media experimentation</p>	<p>To learn how to manipulate and experiment whilst using new media.</p>	<p>Risk taking</p>	<p>New media – increase knowledge and experience of a wide range of media.</p> <p>Experiment with new media.</p> <p>Use new media techniques to create final outcomes.</p>	<p>Year 8 Half Term 1 Risk taking/ experimentation with new media</p>	<p>Observational drawings</p>
<p>Project planning and compositional arrangement</p> <p>Project review and consolidation of outcomes</p>	<p>To learn how to analyse and evaluate their studies in order to plan and develop a final piece.</p> <p>To learn how to review, refine and modify outcomes.</p> <p>To be able to analyse successes and areas to develop in order to set targets for the next school year.</p>		<p>Study past students projects.</p> <p>Create initial ideas.</p> <p>Discuss and evaluate.</p> <p>Design and make a final piece.</p> <p>If appropriate – to introduce other media during this process.</p>	<p>Year 8 Half Term 6 Composition</p>	<p>Personal studies to enable the development of the final piece.</p> <p>Own choice personal studies.</p>