

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	<p><u>Elements of Art – Tone</u> Explore what pencil tone is.</p>	<p><u>Elements of Art – Colour</u> Exploring colour theory and the colour wheel.</p>	<p><u>Elements of Art – Line, Shape and Form</u> Exploring what a line drawing is.</p>	<p><u>Elements of Art – Space & Pattern</u> Explore what space is in Art terms.</p>	<p><u>African Art – Artists and Tribal masks</u> Explore African masks and specifically look at artist Chief Jimoh Buraimoh</p>	<p><u>TRANSITION TO YEAR 8 CLASSES</u> <u>African Art – Mask designs</u> Explore African masks and designs as well as artists such as Chief Jimoh Buraimoh.</p>
Overview of topic	<ul style="list-style-type: none"> • Why we use tone in art? • How to use pencil techniques to create graduated tone. • To further develop understand how to create tone using pencil to create form. • To be able to draw shapes from Primary observations 	<ul style="list-style-type: none"> • Primary, Secondary and Tertiary colours • Warm and Cool Colours • Harmonious colours • Complimentary colours • Tint – add white • Shade – add black • Tone • Hue • Intensity 	<ul style="list-style-type: none"> • Experiment with different types of lines to show different effects. • Create a continuous line drawing. • Use linear drawing techniques to show shape, texture, tone and form • Draw accurately from a contextual source • Observe and draw carefully • Develop a better understanding of 	<ul style="list-style-type: none"> • To be able to understand and demonstrate what positive and negative space is. • To develop an understanding of the formal elements; Pattern • Explore why and where we use pattern in Art. • To be able to identify organic 	<ul style="list-style-type: none"> • To understand differences in tribal masks. • To be able to identify key features within African masks and the reasons for symbolism. • To be able to experiment and mimic the style of artists such as Chief Jimoh Buraimoh. • To be able to produce a piece of 2D art to visually 	<ul style="list-style-type: none"> • To be able to demonstrate and apply knowledge of the differences in tribal masks. • To be able to demonstrate and apply knowledge of the key features within African masks. • To be able to use the style of artists such as Chief Jimoh Buraimoh and produce a

			<p>how to use cross-hatching when drawing.</p> <ul style="list-style-type: none"> • Experiment with drawing in different mediums e.g. pencil/biro. 	<p>and geometric patterns.</p> <ul style="list-style-type: none"> • To be able to practice applying pattern. • To understand and apply knowledge of cultures who use patterns e.g. Mehndi 	<p>represent applied knowledge of Artists and cultural history</p>	<p>unique piece of Art in the form of a 3D mask using cardboard relief.</p>
Learning Objectives	<p>All seven elements are visually represented initially as a presentation page, then each element will be explored separately and recorded within sketchbook. Tone is explored and recorded within sketchbook.</p>	<p>Colour is explored and recorded in sketchbook.</p>	<p>Line, shape and Form are explored and recorded within sketchbook.</p>	<p>Space and pattern are explored and recorded within sketchbook.</p>	<p>African masks and tribes are explored and recorded within sketchbook.</p>	<p>African masks and tribes are explored and recorded within sketchbook. Then the 3D form is completed as a final outcome.</p>
Scaffolding for SEND to ensure quality first teaching	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary.</p>	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary.</p>	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary.</p>	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary.</p>	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary.</p>	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary.</p>
Careers input	<p>Artist, Graphic Designer, Make-up artist, Illustrator</p>	<p>Artist, Graphic Designer, Make-up artist, Illustrator</p>	<p>Artist, Graphic Designer, Make-up artist, Illustrator</p>	<p>Artist, Graphic Designer, Make-up artist, Illustrator</p>	<p>Artist, Art historian, Museum curator,</p>	<p>Artist, Art historian, Museum curator,</p>

					conservationist, University lecturer	conservationist, University lecturer
Links (prior knowledge, future knowledge)	To learn what the seven elements of Art are and how they can be visually represented, focusing on tone and form.	To learn what the seven elements of Art are and how they can be visually represented, focusing on colour.	To learn what the seven elements of Art are and how they can be visually represented, focusing on line, shape and form.	To learn what the seven elements of Art are and how they can be visually represented, focusing on pattern and space.	To learn what the seven elements of Art are and how they can be visually represented.	To learn what the seven elements of Art are and how they can be visually represented.
Key Vocabulary	<ul style="list-style-type: none"> • Tone • Graduated tone. • Using pencil to create form. • Primary observations 	<ul style="list-style-type: none"> • Primary, Secondary and Tertiary colours • Warm and Cool Colours • Harmonious colours • Complimentary colours • Tint – add white • Shade – add black • Tone • Hue • Intensity 	<ul style="list-style-type: none"> • Types of lines to show different effects. • Continuous line drawing. • Linear drawing techniques to show shape, texture, tone and form • Drawing from a contextual source • Observational drawing • How to use cross-hatching when drawing. • Drawing in different mediums e.g. pencil/biro. 	<ul style="list-style-type: none"> • Positive and negative space is. • Pattern in Art. • Organic and geometric patterns. • Applying pattern. • Cultures who use patterns e.g. Mehndi 	<ul style="list-style-type: none"> • Culture • Geometric Shapes • Organic Shapes • Sculpture: The art of making 2D or 3D forms. • Continent • Shading • Shadow • Tone • Outline • Baule tribe • Dan tribe • Bwa tribe 	<ul style="list-style-type: none"> • Culture • Geometric Shapes • Organic Shapes • Sculpture: The art of making 2D or 3D forms. • Continent • Shading • Shadow • Tone • Outline • Baule tribe • Dan tribe • Bwa tribe
Review and Assessment	<u>Formative assessment</u> - each	<u>Formative assessment</u> - each	<u>Formative assessment</u> - each concept/	<u>Formative assessment</u> - each	<u>Formative assessment</u> - each	<u>Formative assessment</u> - each

<p>(including opportunities for retrieval practice)</p>	<p>concept/ element explored separately and recorded within sketchbook.</p> <p><u>Summative End of unit assessment</u> – assess final outcomes, drawing and adding tone/pattern from direct observation.</p> <p><u>Assessment marking scheme</u> explore, investigate, evaluate with outcomes transitioning from emerging to mastering.</p>	<p>concept/ element explored separately and recorded within sketchbook.</p> <p><u>Summative End of unit assessment</u> – colour theory exam, includes multiple choice and written answers of accrued knowledge.</p> <p><u>Assessment marking scheme</u> explore, investigate, evaluate with outcomes transitioning from emerging to mastering.</p>	<p>element explored separately and recorded within sketchbook.</p> <p><u>Summative End of unit assessment</u> – assess the final outcome of drawing in ink which demonstrates confidence in application and knowledge of line/mark making alongside a drawing exam which includes multiple choice and written answers of accrued knowledge.</p> <p><u>Assessment marking scheme</u> explore, investigate, evaluate with outcomes transitioning from emerging to mastering.</p>	<p>concept/ element explored separately and recorded within sketchbook.</p> <p><u>Summative End of unit assessment</u> - assess the final outcomes, by using Notan's to utilise the elements of space and pattern.</p> <p><u>Assessment marking scheme</u> explore, investigate, evaluate with outcomes transitioning from emerging to mastering.</p>	<p>concept/ section explored separately and recorded within sketchbook.</p> <p><u>Summative end of unit assessment</u> – assess the final outcomes of the painting inspired by Chief Jimoh Buraimoh.</p> <p><u>Assessment marking scheme</u> explore, investigate, evaluate with outcomes transitioning from emerging to mastering.</p>	<p>concept/ section explored separately and recorded within sketchbook.</p> <p><u>Summative end of unit assessment</u> – assess the final outcomes of the cardboard relief African inspired masks.</p> <p><u>Assessment marking scheme</u> explore, investigate, evaluate with outcomes transitioning from emerging to mastering.</p>
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