

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	<p><b><u>Theme “The Sea”.</u></b>                      Discussion based around the effects of human action on the oceans. Learners to make a “Theme” page for the topic by making four drawings from references provided in a range of different media. Initially using biro to draw shells and use mark making to apply tone, then use watercolour pencils to produce a watercolour sea creature.</p>	<p><b><u>Theme “The Sea”.</u></b>                      Discussion based around the effects of human action on the oceans. Learners to make a “Theme” page for the topic by making four drawings from references provided in a range of different media. Using acrylic to produce a sea creature and background, then producing a sea creature using a media of your choosing with an enlarged ‘tail’ to overlap another quarter.</p>	<p><b><u>Surreal Sea Creatures.</u></b>                      Learners to study the work of the Surrealists, particularly Dali &amp; Magritte. Enlarged grid drawing of sample of Dali painting. Explore the idea of creating a Surreal Sea creature- link to environmental issues- make a range of design ideas in sketchbook based on sea them page using oil pastels.</p>	<p><b><u>Develop an idea for a sea creature, inspired by surrealists,</u></b> onto A3 sugar paper. Draw using oil pastels. Consider using collage to represent the pollution of the seas into the work.</p>	<p><b><u>Finalise a sea creature, inspired by surrealists,</u></b> onto A3 sugar paper. Draw using oil pastels. Consider using collage to represent the pollution of the seas into the work.</p>	<p>TRANSITION TO YEAR 9 CLASSES</p>

<p>Overview of topic</p>	<ul style="list-style-type: none"> <li>• Biro drawing.</li> <li>• Watercolour pencils and pans.</li> <li>• Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Acrylic painting techniques</li> <li>• Biro drawing.</li> <li>• Watercolour pencils and pans.</li> <li>• Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Surrealism art movement</li> <li>• Artists – Renee Magritte, Salvador Dali etc</li> <li>• Grid drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Surrealism art movement</li> <li>• Grid drawings</li> <li>• Oil pastel techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Acrylic painting techniques</li> <li>• Biro drawing.</li> <li>• Watercolour pencils and pans.</li> <li>• Presentation skills</li> <li>• Surrealism art movement</li> <li>• Grid drawings</li> <li>• Oil pastel techniques</li> <li>• Collage techniques</li> </ul>	
<p>Learning Objectives</p>	<p>Revisit and develop knowledge of mediums and media choices from Year 7 and the seven elements of Art (Colour, Tone, Texture, Line, Space, Pattern, Shape and Form)</p>	<p>Revisit and develop knowledge of mediums and media choices from Year 7 and the seven elements of Art (Colour, Tone, Texture, Line, Space, Pattern, Shape and Form)</p>	<p>Revisit and develop knowledge of mediums and media choices from Year 7 and the seven elements of Art (Colour, Tone, Texture, Line, Space, Pattern, Shape and Form)</p>	<p>Revisit and develop knowledge of mediums and media choices from Year 7 and the seven elements of Art (Colour, Tone, Texture, Line, Space, Pattern, Shape and Form)</p>	<p>Revisit and develop knowledge of mediums and media choices from Year 7 and the seven elements of Art (Colour, Tone, Texture, Line, Space, Pattern, Shape and Form)</p>	
<p>Scaffolding for SEND to ensure quality first teaching</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	Artist, Graphic Designer, Make-up artist, Illustrator	Artist, Graphic Designer, Make-up artist, Illustrator	Artist, Graphic Designer, Make-up artist, Illustrator	Artist, Graphic Designer, Make-up artist, Illustrator	Artist, Art historian, Museum curator, conservationist, University lecturer	
Links (prior knowledge, future knowledge)	Apply the tone and mark making learnt in Year 7 (elements of Art).	Review drawing skills to continue to improve sea creature drawings.	Learn and apply knowledge of Surrealism Art movement and key artists associated e.g. Dali and Magritte. Review prior knowledge of grid drawings.	Review knowledge of Surrealism Art movement and key artists associated e.g. Dali and Magritte.	Apply knowledge of Surrealism Art movement and key artists associated e.g. Dali and Magritte. Apply oil pastel techniques Use grid drawings to enlarge images up to A3	
Key Vocabulary	<ul style="list-style-type: none"> <li>• Sea creatures</li> <li>• Shells</li> <li>• Tone</li> <li>• Hatching</li> <li>• Cross-hatching</li> <li>• Scumble</li> </ul>	<ul style="list-style-type: none"> <li>• Acrylic paint</li> <li>• Water-soluble ink and water-resistant ink</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Surrealism</li> <li>• Renee Magritte</li> <li>• Salvador Dali</li> <li>• Persistence of memory</li> <li>• Grid drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Surrealism</li> <li>• Renee Magritte</li> <li>• Salvador Dali</li> <li>• Persistence of memory</li> <li>• Grid drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Surrealism</li> <li>• Renee Magritte</li> <li>• Salvador Dali</li> <li>• Persistence of memory</li> <li>• Grid drawing</li> </ul>	
Review and Assessment Dates (including opportunities)	<u>Mid unit assessment</u> – assess final outcome. <u>Assessment marking scheme</u>	<u>End of unit assessment</u> – assess final outcome. <u>Assessment marking scheme</u>	<u>Mid unit assessment</u> – assess design ideas. <u>Assessment marking scheme</u> explore, investigate, evaluate.	<u>End of unit assessment</u> – assess final outcome. <u>Assessment marking scheme</u> explore, investigate, evaluate.	<u>End of unit assessment</u> – assess final outcome. <u>Assessment marking scheme</u> explore, investigate, evaluate.	

for retrieval practice)	explore, investigate, evaluate.	explore, investigate, evaluate.				
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