

KS3 Long Term Overview Subject: YEAR 7 Art & Design 2022-23

<p>Autumn Term 2022</p>	<p>Project Title: 'Bugs are Beautiful'</p>
<p>Project Overview:</p> <p>In this project, students will use insects as the main visual source for their own artwork. They will be inspired by the artist and scientist Maria Sibylla Merian and the illustrator Corrine Welch. Students will be introduced to the creative process; they will begin to learn how to use research to develop their artwork, how to use a range of material, techniques and processes and how to record ideas. They will learn the routines and expectations of the art classroom.</p>	
<p>Outline of Key Learning</p>	<p>Weekly Content breakdown</p>
<p>Begin to be able to apply some of the aspects of The Creative Process:</p> <p><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Tone; Texture; Colour.</i></p> <p>Principle: <i>Pattern.</i></p> <p>Materials <i>Shading pencils; biro pen; block paints; oil pastel.</i></p> <p>Techniques and Process <i>Drawing; painting; oil resist; photomontage; collage.</i></p> <p>Skills: (to begin to develop confidence in their...) ...ability to respond to a theme/brief ...ability to follow the creative process ...ability to use a range of materials technically and creatively to create an image with intention and purpose</p>	<p>Week 1: Introducing art and design at ICC and sharing art vision. Baseline drawing and ideation test.</p> <p>Week 2 <i>Recording and generate ideas</i> Formal elements and Mark Making: Introduction to keywords: Formal elements, line, shape, tone, texture Students experiment and create a series of mark making effects using a range of lines to create tone and texture. – use pencil and pen.</p> <p>Week 3: <i>Knowledge and Researching/ Recording and generate ideas</i> Introduction to the art room and project 'Bugs are Beautiful'. Maria Sibylla Merian Research Page: Students introduced to the scientist and artist Maria Sibylla Merian. Begin to comment on the work of artists. Developing observational drawing skills through pastiche. Develop use of sketchbook to record thoughts and ideas</p> <p><u>Set Homework 1:</u> Corrine Welch part 1 – answer questions based on Welch's artwork. Bring into school.</p> <p>Week 4: <i>Knowledge and Researching/ Recording and generate ideas</i> Complete Maria Sibylla Merian Research Page</p>

To become creative, critical, independent, visual thinkers

...ability to select appropriate resources to fulfil own creative intention
...ability to think about and discuss their artwork and the work of others.

Art Period/Movement/Style

Traditional scientific illustration/Fine art; contemporary illustration/Fine art

IBACC Soft skills (Habits of mind)

To become creative, critical, independent, visual thinkers

- **RESILIENCE**
Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills
- **INDEPENDENCE**
Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.
- **COMMUNICATION**
Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.

UNDER all 3 of the IBACC skills:

- INQUISITIVE:** *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*
- IMAGINATIVE:** *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*
- PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

Homework

(linked to class project)

Four homework tasks (two per half term)

Week 5: Recording and generate ideas/ Make, experiment and refine

Colour theory page:
Double Primary: warm and cool, Secondary,
Colour wheel, complementary colours/pairs
Tint and shade
Annotate.

Set Homework 2: Corrine Welch part 2 – pastiche of Welch’s artwork. Bring into school. (Make clear to students that they will be presenting work in their sketchbooks)

Week 6: Reviewing and Recording and generate ideas/ Make, experiment and refine

Continue/complete colour theory work
DIRT Live marking assessment:
Students set target for themselves to improve one previous task (painting).
Students work on refinements.
Students present work to the class.

Week 7: Recording and generate ideas/ Make, experiment and refine

Insect painting:
Full or close up from insect visual resources.
Line drawn first - large scale.
Consider mark-making
Use the double primary system combining colour theory, line etc. from previous weeks.
Challenge: Tertiary colour mixing; gradual blending; painting techniques to add textures.

Week 8: Recording and generate ideas/ Make, experiment and refine

Continue with insect painting.

Week 9: Make, experiment and refine

Oil pastel techniques and introduction to pattern:
Oil pastel and block paints
Confidence with materials/mixed media techniques
Principle of pattern – sketching

Set Homework 3: select and record patterns around the home.

<p>1. Corrie Welch artist research sheet part 1 2. Corrie Welch artist research sheet part 1 3. Select, collect, and record patterns 4. Keyword test</p> <p>Assessment method: Teacher assessment alongside classwork where overall level will be awarded.</p> <hr/> <p>Ongoing Formative Teacher: DIRT in sketchbooks (one per half term) Plus... Assessment grid at the back of books highlighted with areas for (long term) development. Student self and peer assessment. Key terminology Spelling and comprehension test.</p> <p>End of unit assessment: Holistic grade based on all classwork and homework...Current level working at.</p>	<p>Week 10: Make, experiment and refine Oil resist pattern (referencing the illustrator Corrinne Welch). Resist Layering Texture Consistency Design EXTRA: Present Welch research page in sketchbook (From HW - For those students that have done the work)</p> <p>Week 11: Recording and generate ideas (design) Hybrid insect final piece design: Students pretend they are Merian in a post-apocalyptic future searching for new 'Insect Hybrids'. Students create a hybrid insect design page. Apply pattern and collage of techniques. Start final piece Draw out design at a larger scale (A4/A3) Use the techniques of mixed media and techniques (painting, drawing, oil resist)</p> <p>Week 12 and 13: Present outcomes Continue with final piece. <u>Set Homework 4: Keyword test</u></p> <p>Week 14: Reviewing Evaluation of project and presentations: <ul style="list-style-type: none"> • Titled: DIRT – evaluate project as a dedicated, independent, reflection task. • Students present work to class. </p>
<p>Spring Term 2022</p>	<p>Project Title: 'Birds and Form'</p>
<p>Project Overview: Students follow the creative process with the aim of producing their own sculptural bird artwork. They will use the contemporary artists Marcus James and Susan Breakwell as the main source of inspiration as well as look at the Japanese art form of Origami. They will build on their drawing and painting skills and be introduced to 3D materials, techniques and processes.</p>	

Outline of Key Learning	Weekly Content breakdown
<p>Begin to be able to apply some of the aspects of The Creative Process:</p> <p><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Form; Tone; Texture; Colour.</i></p> <p>Principles: <i>Pattern; movement.</i></p> <p>Composition</p> <p>Materials <i>Shading pencils; biro pen; bloc paints; inks; wire.</i></p> <p>Techniques and Process <i>Drawing; painting; Origami; papier mache; metal work.</i></p> <p>Skills: (to begin to develop confidence in their...) ...ability to respond to a theme/brief ...ability to follow the creative process ...ability to use a range of materials technically and creatively to create an image with intention and purpose ...ability to select appropriate resources to fulfil own creative intention ...ability to think about and discuss their artwork and the work of others.</p> <p>Art Period/Movement/Style <i>Contemporary; sculpture</i></p> <hr/> <p>IBACC Soft skills (Habits of mind) To become creative, critical, independent, visual thinkers</p> <ul style="list-style-type: none"> RESILIENCE 	<p>Week 1: <i>Recording and generate ideas</i> Introduction to the project 'Birds and Form'. Observational drawing:</p> <ul style="list-style-type: none"> Drawing birds from basic lines and shapes – step by step. Consider measurement and proportion. Re-cap on formal elements: line, shape, tone <p>Week 2: <i>Recording and generate ideas</i> Developed observational drawings:</p> <ul style="list-style-type: none"> Full drawing from bird visual resources. Apply previous learning Alternative materials and paper surfaces. Re-cap on formal elements: line, shape, tone, texture, colour <p>Week 3: <i>Knowledge and Researching/ Recording and generate ideas</i> Introduce Marcus James' continuous line drawings of birds:</p> <ul style="list-style-type: none"> Continuous line sketches – how this creates tone Introduce principle of movement Produce pastiches. Students create a Marcus James research page adding their previous bird drawings to their pages. <p><u>Set Homework 5:</u> Susan Breakwell part 1 – answer questions based on Breakwell's artwork. Bring into school.</p> <p>Week 4: <i>Knowledge and Researching/ Recording and generate ideas</i> Complete Marcus James pastiche/page DIRT Live marking assessment: Students set target for themselves to improve one previous task (MJ pastiche). Students work on refinements. Students present work to the class.</p> <p>Week 5: <i>Make, experiment and refine</i> Element of Form and wire sculpting:</p> <ul style="list-style-type: none"> 2D into 3D Wire 'drawings' from continuous line birds turning 2D shape into 3D form.

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• **INDEPENDENCE**

Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.

• **COMMUNICATION**

Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.

UNDER all 3 of the IBACC skills:

INQUISITIVE: *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

IMAGINATIVE: *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

PRESENTATION: *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

COLLABORATIVE: *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

Homework

(linked to class project)

- 5 Susan Breakwell artist research sheet part 1
- 6 Susan Breakwell artist research sheet part 1
- 7 Origami
- 8 Keyword test

Assessment method: Teacher assessment alongside classwork where overall level will be awarded.

Ongoing Formative Teacher:

DIRT in sketchbooks (one per half term)

Plus...

- Students hang the wire sculptures and take photos for sketchbook.

Set Homework 6: Susan Breakwell part 2 – pastiche of Breakwell’s artwork. Bring into school.

Week 6: Make, experiment and refine

Bird sculpture inspired by Susan Breakwell:

- Students begin to create their own bird sculpture in the style of Susan Breakwell (from homework).
- Using newspaper and masking tape, students create body and head.
- Students apply learning on measurement and proportion

Week 8: Make, experiment and refine

Adding details:

- Further construction techniques using card
- wings, tail, beak

Week 9: Make, experiment and refine

Adding details:

- Students create the wire legs/feet.
- Students begin to paint the bird.

Set homework 7: Japanese art of Origami.

Week 10, 11, 12: Make, experiment and refine/ Present outcomes

Continue with and complete bird sculpture. Explore processes:

- Collage text, textures
- Paint
- Wool
- Once completed, bird sculptures are stapled to a wooden block stand.

Set Homework 8: Keyword test

Week 13 and 14: Reviewing

Evaluation of project and presentations:

- Titled: DIRT – evaluate project as a dedicated, independent, reflection task.
- Students present work to class.

<p>Assessment grid at the back of books highlighted with areas for (long term) development. Student self and peer assessment. Key terminology Spelling and comprehension test.</p> <p>End of unit assessment: Holistic grade based on all classwork and homework...Current level working at.</p>	
<p>Summer Term 2023</p>	<p>Project Title: 'Textured Landscape'</p>
<p>Project Overview: Students follow the creative process with the aim of producing a landscape artwork. They will use the contemporary artist David Hockney and Pascal Lagesse as well as their local environment as the main source of inspiration for their artwork. They will build on their drawing and research skills as well as be introduced to a range of expressive art techniques.</p>	
<p>Outline of Key Learning</p>	<p>Weekly Content breakdown</p>
<p>Begin to be able to apply some of the aspects of The Creative Process:</p> <p><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise – Evaluate</i></p> <p>Formal Elements: <i>Line; Shape; Tone; Texture; Colour; Space.</i></p> <p>Principles: <i>Pattern; movement.</i></p> <p>Composition</p> <p>Materials <i>Shading pencils; biro pen; bloc paints; oil pastel; block printing inks; PVA; papers; inks.</i></p>	<p>Week 1: <i>Recording and generate ideas/ Make, experiment and refine</i> PART 1: What is a landscape? keywords: space (illusion of), perspective and the horizon line. Students create a line drawing of a landscape and label the keywords. keywords: foreground, middle ground and background.</p> <p>Week 2 and 3: <i>Knowledge and Researching/ Recording and generate ideas</i> David Hockney landscape drawings. Gridded drawing worksheet Apply learning from previous week.</p> <p><u>Set Homework 9:</u> David Hockney information/opinions.</p> <p>Week 4: <i>Recording and generate ideas</i> Painting Techniques: Blending, Stippling, Bleeding, Layering</p> <p>Week 5: <i>Knowledge and Researching/ Recording and generate ideas</i> Pascal Lagesse landscapes paintings – pastiche/response</p>

<p>Techniques and Process <i>Drawing; painting; print making; marbling; collage.</i></p> <p>Skills: (to begin to develop confidence in their...) ...ability to respond to a theme/brief ...ability to follow the creative process ...ability to use a range of materials technically and creatively to create an image with intention and purpose ...ability to select appropriate resources to fulfil own creative intention ...ability to think about and discuss their artwork and the work of others.</p> <p>Art Period/Movement/Style <i>Modern; Contemporary; Landscape</i></p> <hr/> <p>IBACC Soft skills (Habits of mind) To become creative, critical, independent, visual thinkers</p> <ul style="list-style-type: none"> ● RESILIENCE <i>Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills</i> ● INDEPENDENCE <i>Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.</i> ● COMMUNICATION <i>Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.</i> <p>UNDER all 3 of the IBACC skills:</p> <p>INQUISITIVE: <i>Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).</i></p> <p>IMAGINATIVE: <i>Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.</i></p> <p>PRESENTATION: <i>Take care over work. Conscientiousness in your</i></p>	<p>Response: Using block colour double primary, students will paint landscapes applying acquired knowledge of background, middle ground and foreground plus painting techniques. (For those creating responses: Image source: photos of the school 'landscape')</p> <p><u>Set Homework 10:</u> pascal Lagesse information/opinions.</p> <p>Week 6: Reviewing/ Recording and generate ideas Continue with landscape painting. DIRT Live marking assessment: Students set target for themselves to improve one previous task (Painted landscape). Students work on refinements. Students present work to the class.</p> <p>Week 7 and 8: Make, experiment and refine Create textured papers - Expressive use of material. Students explore materials (Block paints, oil pastel, torn paper, inks, pencil, PVA, printing inks/rollers) and techniques (e.g. layering, splatter, blowing, textured).</p> <p><u>Set Homework 11:</u> Collect images of landscapes or scenes in your local area. These could be photos on phone or, if this is not possible, from google.</p> <p>Week 9, 10 and 11: Make, experiment and refine/ Present outcomes Create a texture landscape, paper cut and collage using previously made textured papers.</p> <p><u>Set Homework 12: Keyword test</u></p> <p>Week 12: Reviewing Evaluation of project and presentations:</p> <ul style="list-style-type: none"> ● Titled: DIRT – evaluate project as a dedicated, independent, reflection task. ● Students present work to class.
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sketchbook presentation. Develop your own visual style.

COLLABORATIVE: *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

Homework

(linked to class project)

- 9 David Hockney information/opinions.
- 10 Pascal Lagesse information/opinions.
- 11 Landscapes/scenes in the local area. Photos on phone or, if this is not possible, from google.
- 12 *Keyword test*

Assessment method: Teacher assessment alongside classwork where overall level will be awarded.

Ongoing Formative Teacher:

DIRT in sketchbooks (one per half term)

Plus...

Assessment grid at the back of books highlighted with areas for (long term) development.

Student self and peer assessment.

Key terminology Spelling and comprehension test.

End of unit assessment:

Holistic grade based on all classwork and homework...Current level working at.