

What content?

FORMAL ELEMENTS

Line, Pattern, Texture, Shape, Tone Space, Value

Why teach this? What is the rationale?**Skill Development and Progression:**

Building a solid artistic foundation that prepares students for more advanced concepts and techniques at higher levels of study. This will establish a strong base upon which students can continue to develop their artistic abilities.

Exploration and Discovery:

KS3 is a time when students are still discovering their interests and talents. Students have the opportunity to explore a range of mediums, techniques and approaches. This exploration allows to students to discover their strengths, interests, and preferred artistic styles, fostering a sense of person identity and creative expression.

Confidence Building:

As students learn to practice different techniques, they gain a sense of accomplishment and self-assurance in their work.

How will you do it? (The learner attribute will influence the how)

E1	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk-Taking	<p><u>Setting expectations</u></p> <ul style="list-style-type: none"> Students are introduced to the Art classroom and shown exemplar work across all key stages. Students are introduced to their sketchbooks and expectations are explained. <p><u>Foundation skills</u> <u>IGCSE criteria AO3</u> Develop shading skills using a range of pencils to create depth, form, and volume in their drawings:</p> <ul style="list-style-type: none"> Graduation; students to learn to create smooth transitions of value from light t dark value or vice versa. Practice applying varying pressure on the pencil to achieve gradual tonal values, resulting in a realistic representation of light and shadow. Blending; Students learn techniques to blend and smudge graphite using various tools such as blending stumps, cotton buds, tissue or even their finger. Create smoother transitions between light and dark areas softening the edges and adding a sense of realism to the shading. High lights and reflected Light; Students explore the concept of highlights and reflected light in shading. The learn how to leave areas of the drawing untouched or lightly shading to represent the brightest areas where light 	<p>Student choice boards: Bite size practical skills/techniques to support progression and confidence. Video links to aid with guidance and independent learning.</p>

		<p>directly hits the subject. Observe and represent areas where light bounces off surfaces illuminating nearby areas.</p> <ul style="list-style-type: none"> • Hatching; creating parallel lines or strokes to indicate shading or value. Students to experiment with different spacing, lengths and angles of the lines to achieve different effects and textures. They learn to use hatching to create shading and depth in their drawings. • Form and volume: Students' study how shading can be used to create the illusion of form and volume in their drawing, by accurately rendering these tonal variations, they can depict the three-dimensional qualities of the subject. 	
Intended outcomes and/or Assessment?			
<ul style="list-style-type: none"> • A series of shading skill outcomes representing a progression of the students' ability and understanding. • Weekly verbal 1:1 feedback 			

E2	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Thinker	<p><u>Op Art Movement – History, Artists, and Artwork</u></p> <p><u>IGCSE criteria AO1</u></p> <p>Students to critically investigate the history and origins of the Op Art movement including its emergence in the 1960's and its key artist and influences, working in the style of the movement.</p> <ul style="list-style-type: none"> • Students experiment with techniques to create optical illusions in their own artwork. To explore the use of lines, shapes, colours and patterns to create such effects such as moire patterns, afterimages and shifting perspectives. They learn how to manipulate these elements using paper to achieve a 3Dimensional mini-installation optical illusions. • Create a journal page and critically investigate the Artist Bridget Riley • Students will develop critical thinking and analytical skills • Exceptional analysis and connections to the artist/artwork <p><u>Nōtan (濃淡)</u></p> <p><u>IGCSE criteria AO1 & AO3</u></p> <p>Japanese design: The interaction between positive and negative space, a relationship embodied in the ancient symbolism of the Yin and the Yang.</p> <ul style="list-style-type: none"> • Understanding of Japanese Notan a guiding principle of Eastern art and design. 	<p>Student choice boards: Bite size practical skills/techniques to support progression and confidence. Video links to aid with guidance and independent learning.</p> <p>Student choice boards: Bite size practical skills/techniques to support progression and confidence. Video links to aid with</p>

		<ul style="list-style-type: none"> To understand the Elements of Art; Space and Shape (positive and negative), symmetry and asymmetry. Create a Notan collage and exhibit craftsmanship cutting and gluing 'expanding the square'. 	guidance and independent learning.
Intended outcomes and/or Assessment? <ul style="list-style-type: none"> Mini- Op Art installation Journal page Artist transcription/analysis – Bridget Riley Individual planning sheet to inform outcome A3 Notan collage Weekly verbal 1:1 feedback 			

E3	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Open-minded	<p>Drawing Myth_Tea & Biscuits' <u>IGCSE criteria AO1, AO3, AO4</u></p> <p>Removing preconceptions of drawing for students to be more confident with using drawing tools, fine motor skills and embed the notion of primary images.</p> <ul style="list-style-type: none"> Students learn what makes a good photograph and learn how to take a quality image to support their observational studies. <p>Student's will take part in a range of short fun workshops in pen:</p> <ul style="list-style-type: none"> Blind Contour Drawing Non-Dominant Hand Drawing Layered Drawing Continuous Line Drawing <ul style="list-style-type: none"> To observe and analyse, students will carefully observe their image, pay attention to its overall shape, proportions, and unique characteristics. Examine the objects surface details, textures and any subtle variations in light and shadow before putting the pencil to paper. – This will lead into an observational study. Marking making using pen, creating a series of x9 lines, marks and textures Create a journal page and critically investigate the Artist Gillian Kyle Students will develop critical thinking and analytical skills 	<p>Student choice boards:</p> <p>Bite size practical skills/techniques to support progression and confidence.</p> <p>Video links to aid with guidance and independent learning.</p>

		<ul style="list-style-type: none">• Exceptional analysis and connections to the artist/artwork	
Intended outcomes and/or Assessment? <ul style="list-style-type: none">• Series of x4 A6 experimental line drawing- felt marker• Students' photography outcome A5• Observational study A5 -pencil• Mark making, line, texture, value - red pen• Journal page Artist transcription/analysis – Gillian Kyle• Weekly verbal 1:1 feedback			