

SCHEME OF WORK	Theme	THE FORMAL ELEMENTS	Year	7
	Style/period/culture	Western Art History (c1800-present)	Duration	12 wks

IMPACT – Level 2 target objectives: Most pupils

Critical understanding DEVELOP CONTEXT	Creative making EXPERIMENT REFINE	Reflective recording RECORD REVIEW	Personal presentation PERSONAL CONNECT	RRS
I can explore my ideas in different ways and research information to help develop my artwork. I can describe other people's artwork.	I can use different materials and techniques showing basic control. I can look at my own artwork and use observations to improve it.	I can make notes and observations from primary and secondary sources.	I sometimes complete my outcomes and they are beginning to resemble my ideas. I can demonstrate basic control of materials.	Encouragement to work together and form good relationships with their teacher and their peers. Encouragement to give answers and opinions in front of others and gain confidence in their own abilities. (Article 13,29)

INTENT – Description of aims and learning targets

Students will learn the codes and conventions in art that are used to create images. Students should understand that the Formal elements are the building blocks of all art and will analyse artists work to see how these elements are utilised together to achieve **specific** results. Students should learn how to structure project work in their sketchbooks, how to experiment with materials and processes, and how to review their own work and set targets.

Students should learn that the Formal Elements are the basic tools in art and will understand the link between these and the artists work that they will look at. Students will have well presented and organised work in their sketchbooks, with evidence of a creative use of materials and good annotations to describe artists work and connections with their own.

Students will have evidence of setting their own targets for improvement and will understand the importance of the Formal elements in every future project.

IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

KEYWORDS/CONCEPTS

Formal Elements, Tone, Texture, Colour, Primary, Secondary, Complementary, Pattern, Composition, Mark making, Line, Blending, Hue, Cross hatching, Challenge, Aspiration, Proportion, Analysis

ILLUSTRATIVE EXAMPLES: Artists works

Van Gogh (mark making, texture)
Monet and Impressionism (colour)
Bridget Riley (pattern)
Kockoshka (texture)
Seurat's Conte drawings (tone)

Thinking skills

Identify problems create ideas plan and try options apply methods to solutions

literacy

Speaking & listening reading use writing frames

Assessment for learning

Individuals set targets meet targets review work identify strengths & weaknesses

ICT

Search and select info. Combine images/text Manipulate imagery

Motivation, engagement

Choice Active learning engaging subject matter nurturing intrinsic motivation

Numeracy

Calculating (scaling up etc) handling data

SCHEME OF WORK	Theme	FRAGMENTS	Year	7
	Style/period/culture	Cubism and simultaneity.	Duration	12 wks

IMPACT – Level 3 target objectives: Most pupils

Critical understanding DEVELOP CONTEXT	Creative making EXPERIMENT REFINE	Reflective recording RECORD REVIEW	Personal presentation PERSONAL CONNECT	RRS
I can take risks and explore ideas in different ways. I can select appropriate information and resources to develop my artwork. I can explain how my own and other artist work is made.	I can use a range of different media and techniques showing some control. I can evaluate my own artwork and use my observations to improve my ideas and technique.	I can make notes and record thoughts and observations from primary and secondary sources that are relevant to my ideas.	My outcomes resemble my ideas and demonstrate some control.	Students will learn how art can be influenced by different cultures and conventions and what influences themselves in our own society. Pupils will discuss themes in whole class discussions. (Article 13, 29)

INTENT – Description of aims and learning targets

Students will learn about the ideas and conventions of the Cubist Art movement, and the work of Picasso and Braque in particular. They will understand the importance of 'primitive' African art in influencing European art. Students will learn how mood can be portrayed through geometric shapes, colour, and line in Picasso's 'Weeping woman' 1937, and will **understand and use the key concept of simultaneity in their own work**. Pupils will understand broader interpretations of the concept of simultaneity and the influence of Cubism in contemporary art. Students will have well presented and organised work in their sketchbooks that shows progression of their ideas, and their development of a final piece idea.

IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

KEYWORDS/CONCEPTS

Simultaneity, distortion, fragment, stretch, overlap/overlay, Cubism, Geometric, monochrome, collage, composition, tone, pattern, line, viewpoint, expressive

ILLUSTRATIVE EXAMPLES: Artists works

African art
Georges Braque
Marcel Duchamp
Asian and native American art
Picasso 'weeping woman' 1937

Thinking skills

Identify problems create ideas plan and try options apply methods to solutions

literacy

Speaking & listening reading use writing frames

Assessment for learning

Individuals set targets meet targets review work identify strengths & weaknesses

ICT

Search and select info. Combine images/text Manipulate imagery

Motivation, engagement

Choice Active learning engaging subject matter nurturing intrinsic motivation

Numeracy

Calculating (scaling up etc) handling data