

YEAR 7, Great Artists 1: Environment, ART DEPARTMENT

Rationale and Context of Unit:

Students should have already:
-used sketchbooks to record observations and used them to review and revisit ideas.
-Continued to improve their mastery of art and design techniques (drawing and painting) using a variety of materials e.g. pencil, inks, paint.
-had some experience of learning about 'great artists, architects and designers in history.'

This teaching year aims to serve a foundation to the key stage, with deeper emphasis given to the importance of the language of drawing, the control of a range of media, the appreciation of Contextual studies and the ability to analyse one's own / others' work.

Rationale: To give the students a grounding in a selection of Artists who respond to their environment using different starting points and media.
Students are encouraged, step-by-step, to perform a variety of tasks and analyse their progress. At the end of the unit, students will be asked to respond to a brief, showing clear influence of one or more of the artists studied.

Assessment and monitoring of class and homework is performed formally and informally at junctures to give time for the students to digest, practise and improve.

Core curriculum content:

The first of 9 schemes of work delivered through Key Stage 3 to explicitly learn about great artists, craft makers and designers and understand the historical and cultural development of their artforms.

Students will be introduced to relevant historical and contemporary artists including those who are British, local to the region, female, male, international and working as professional artists or have a Special Educational Need.

Students will learn about where these artists fit into a larger picture, how they use their media and be encouraged to use what they have learned to inform their own work.

This scheme of work is designed to expand on drawing, sketching, shading, mark-making, blending, presentation, analysis of own and others' artwork, art appreciation, application of paint, mixed-media, composition of landscape, town and cityscape and seascapes, play and confidence in different media.

Tier 2 & Tier 3 vocabulary explicitly taught:

Tone
 texture
 proportion
 layout
 colour
 composition
 perspective
 pattern
 mark making
 text
 lines
 collage
 street art.

The year is split into 3 main projects:

- *Mini Beasts (Great artists 1)*
- *Environment (Great artists 2)*
- *Colour Theory (Great Artists 3)*

This will include a broad range of activities to enable students to access, progress and enjoy the rest of the Key stage 3

Learning journey, giving a diverse creative learning experience.

year 7: The beginning/foundations of the creative KS3 journey

year 8 : imagination, design, development and concept

year 9 : A deeper dive into the formal elements,

contextual studies and The Portrait.

Challenge and Support:

Opportunities to repeat and embed skills / pursue a challenge activity given regularly.

Students are able to challenge themselves within the learning environment by extending each task through, for example; refinement, idea generation, colour palettes, and in the wider learning setting; art club and through their homework too.

The use of creative language such as our keywords, forms an essential part to develop individuals' understanding of key terms such as: Perspective, Tone, Texture and Composition.

Opportunity to collaborate with others and create a panoramic view, in the style of the artist.

World wide learning/ links to 21st century:

Contemporary artists

How we are ALL creative. Different ways to explore your own creativity and make a living from your creative work. Current artists, links to NUA (Norwich University of the Arts) Consumer examples, online galleries and Instagram.

How today's educationalists further their own personal practices.

Female & male artists / gender balance and contemporary issues

[Ben Eine](#), [Stephen Wiltshire](#), [Neil Bousfield](#) (local artist), [Catherine Bath](#) (Contemporary Pointillism), [Yana Shapoval](#), [Kate Malone](#), [Knappe](#).

Contemporary artist with successful careers

Cultural capital/ Industry/ Enrichment:

Career choices: The creative industry is growing faster than any other industry and brought £111 bn to the UK economy in 2018.

The career choice is so diverse, we will look at illustrators, ceramicists, public artists, painters, designers. All underpinned with connections to NUA, City College, East Norfolk and other local routes to progression.

Contemporary selling sites- using social media and online marketplaces to sell your work

Great artists ranging from George Seurat (d.1891) and his influence on European and American Art- including

	<p>Ben Eine for example is a famous street artist who moves away from the traditional boundaries, but explores his voice in a public and colourful manner.</p> <p>Kate Malone a very successful and established female ceramicist, with recent public engagement- the Pottery Throw down on the BBC.</p> <p>We also act on using art as a tool to respond to the world and support your well-being within your own environment.</p>	<p>Pop Art, up to Modern day artists including Cath Bath.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Thinking about our landscape. How is it changing? Effects on people and animals who inhabit the land, sea and sky. It's beauty, power and seasons.</p> <p>How artists have responded to the landscape and why this is important?</p> <p>Public sculpture: why do we need it?</p> <p>How Art can unlock and assist those who experience SEN / Mental Health issues</p>	<p>Glossary terms to be used regularly</p> <p>Information handouts with challenging subject specific vocabulary to be read aloud/used to extrapolate information.</p> <p>Composition and other formal elements: Georges Seurat using views. Our working title is 'a view from my window.'</p> <p>Self / peer assessment</p> <p>Scale, colour, details & proportion</p> <p>Artist Quizzes</p> <p>Writing frames to help write about artists and one's opinions on the work</p>	<p>Students will be challenged regarding any perceptions of Art, particularly the appreciation of, being the preserve of the elite, the fact you can be successful in a creative career.</p> <p>How 'outsider artists' (i.e. those without formal training) can be successful e.g Knappe.</p> <p>How The enjoyment of art <u>is the achievement, be creative is positive thing-</u> not just the fame / financial success of a small minority of artists</p>

Geography- landscape, seascape, town and cityscape.

Assessment timeline:

A separate document has been created to show the chronology of the learning journey, with the relevant assessments undertaken

Baseline assessment to establish starting point and introduce the concept of MASTERY STATEMENTS

Feedback for assessment every term (three points of formal assessment)

Homeworks: SELF / PEER / TEACHER assessed

WAGOLs used regularly, embedded in resources

Home learning

Spring 1 : -Photographing a view, ' a view from my window.'

Spring 1: Create a page of annotated research with an artist image and drawing by you of Ben Eine artwork.

Spring 2: Create a page of annotated research with an artist image and drawing by you of George Seurat's artwork.

Feedback on homework – self / peer & absorbed into the feedback sheet.

Feedback

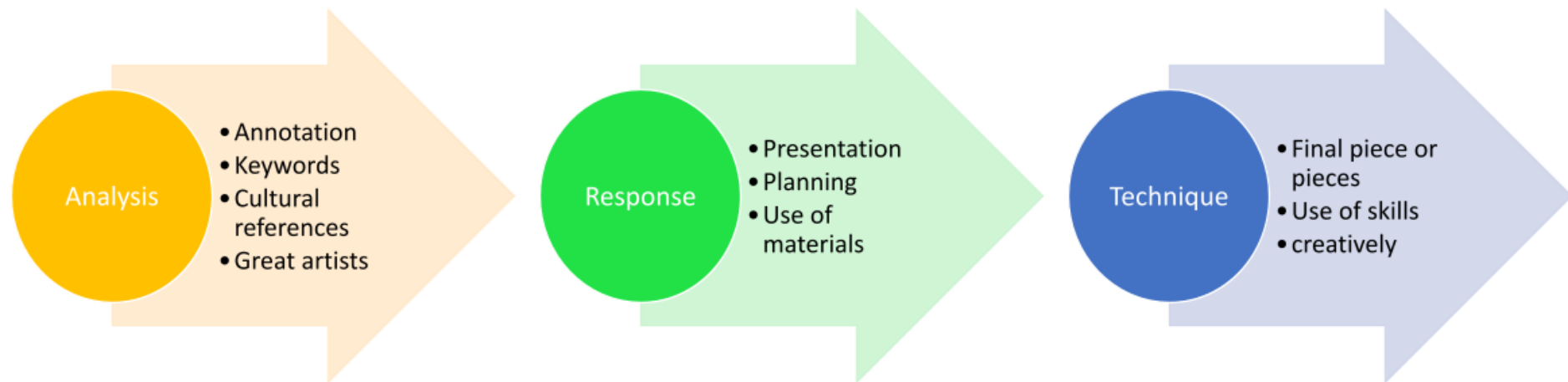
See separate document for detail

Self / peer and teacher assessment

EDSM

Oral feedback given each lesson

Art & Design Year 7. Environment Marking sheet, term 2.



Keywords	
Colour	Lines
Street art	Collage
Perspective	Shades
Text	Pattern
Mark making	Proportion
Texture	Composition

Marking outline			
Analysis (40%)	Response (30%)	Technique (30%)	Total (100%)

Name & group

Assessment Area: **Analysis**

In Art your knowledge of great Artists and written skills are assessed. You need to document in detail all of the information covered regarding the new Artists you are introduce to throughout the year.

9-10	Students have used subject specific language and have produced work that is of a high level of skill.
6-8	Students have produced work that is of a good level of skill.
4-5	Students have produced work that is of a adequate level of skill.
3	Students have produced work to a satisfactory standard. Students cannot explain how they have met the criteria.
1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.

Assessment Area: **Response / Technique**

In Art your practical abilities are assessed. You need to produce creative work using a range of different medium to develop your technical abilities.

9-10	Students have used subject specific language and have produced work that is of a high level of skill.
6-8	Students have produced work that is of a good level of skill.
4-5	Students have produced work that is of a adequate level of skill.
3	Students have produced work to a satisfactory standard. Students cannot explain how they have met the criteria.
1-2	Support has been needed to support to meet the marking criteria.
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Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Autumn 1 Autumn 2														Spring 1 Spring 2												Summer 1 Summer 2												
Formal elements (intro weeks) & Mini Beasts														Great Artists 1: Environment Great Artists 1: Environment													Great Artists 2: Colour Theory											