

YEAR 7, Mini Beasts & Formal Elements introduction, ART DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <ul style="list-style-type: none"> -Had potential experience of using a 'book or sketchbook' to record observations, creative ideas, review and revisit ideas in KS2. -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.' <p><i>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.</i></p> <p><i>Rationale: To give the students a drive and confidence through the language of creatively, drawing and use of the formal elements. This unit will ensure all gaps in basic drawing skills are built upon.</i></p> <p><i>Students are encouraged, step-by-step, to perform a variety of tasks and analyse their keywords, progress and verbally develop critical skills.</i></p>	<p>The first part of the KS3 foundation is an introduction to the 'formal elements' in Art. Students will be introduced to several key artists, illustrators and craft makers. This is the basic foundation of understanding the historical and cultural development of their artforms.</p> <p>Students will also begin to be introduced to artists who are professional artists and make a career from this sector.</p> <p>This scheme is designed to introduce and teach drawing, sketching, mark-making, tone, basic use of colour, understanding presentation and layout.</p> <p>Students will be guided through techniques responding to the formal elements and the title of Mini Beasts. These areas will include: firsthand drawing, application of patterns, painting, scale, tones, composition of mini beasts, and proportion. All building confidence in working with a range of media and materials.</p> <p>Introduction to Formal Elements: Exploring 'Baseline test' drawing skills using line, shape, form, space, scale and composition.</p> <ul style="list-style-type: none"> -Experimental drawing techniques -Drawing and painting from life e.g using real fruits and vegetables, colour and the formal elements. 	Tone, texture, proportion, layout, colour, composition, perspective, pattern, mark making, text, lines.

Relevant Contextual studies are introduced to show how artists and craftspeople are influenced in the same way that the written and spoken word is enhanced by reading and writing.

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.

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.

Introduction to Minibeasts and their importance creatively, and to our environment. We will Explore:

- Detail
- Shape
- Accuracy
- Pattern and surface.

Throughout this project students will develop a creative fluency, and their skills using;

- Drawing with a range of drawing materials
- Mark making
- Colours and collage
- A final resolved piece

Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>Opportunities to repeat and embed skills / pursue a challenge activity given regularly.</p> <p>Students are able to challenge themselves within the learning environment by extending each task through, for</p>	<p>Contemporary artists</p> <p>How we are ALL creative. Different ways to explore your own creativity and make a living from your creative work.</p> <p>Current artists, links to NUA (Norwich University of the Arts) Consumer examples, online galleries and Instagram.</p>	<p>Career choices: The creative industry is growing faster than any other industry and brought £111 bn to the UK economy in 2018.</p>

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.

Students who experience difficulties accessing the tasks can learn to make marks through tracing

Female & male artists / gender balance and contemporary issues
[Lucy Arnold](#), [Rosalind Monks](#),
Great historical artists and Art movements:
[Joris Hoefnagel](#), Botanical and insect painting.
Outside influences: [Mini beasts](#)

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.

On a practical class level, each student is given a homework book- to encourage drawing and creatively at home.

Contemporary visual resources are encouraged, such as Pinterest, a visual resource that has been created for year 7.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Introduction to Contextual studies What do we need to know? How can we extrapolate useful information? Creating a timeline.</p> <p>The filtering in of the great artists and their, lifes, backgrounds and historical importance.</p> <p>The reminder Art is key in so many ways, personal well being, how creatively is used to design brands. as meditation.</p>	<p>Keywords to be used regularly.</p> <p>Information handouts with challenging subject specific vocabulary to be read aloud/used to extrapolate information for vocabulary development.</p> <p>Self / peer assessment</p> <p>Scale & Proportion</p>	<p>The main barrier to learning is that students have often already decided whether or not they can 'do art' or whether they are any good. Whether they are 'arty' or 'sporty' or 'academic'.</p> <p>The analogy of 'running a marathon' with no training helps students understand, that this is a skill you train for and develop at. With gentle steps and</p>



	<p>How to write about artists</p> <p>Science- connection of mini beasts, their environmental importance to our ecosystem.</p>	<p>encouragement each week you can run much further, faster and quicker!</p>
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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

WAGOLLS used regularly, embedded in resources

Home learning

Autumn 1: Value scales and mark making sheets.

Autumn 2: Rosalind Monks artist research.

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

Feedback

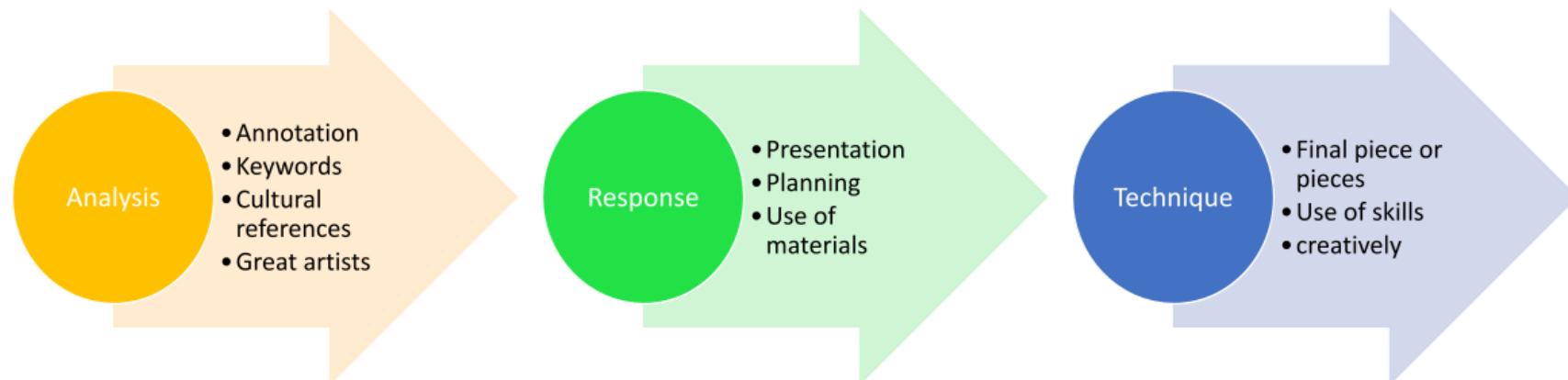
See separate document for detail

Self / peer and teacher assessment

EDSM

Oral feedback given each lesson

Art & Design Year 7. Mini Beasts Marking sheet, term 1.



Keywords	
Colour	Lines
Hue	Collage
Shape	Shades
Form	Pattern
Mark making	Proportion
Tone	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.

9-1

Students have used **subject specific language** and have produced work that

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.

9-1

Students have used **subject specific language** and have produced work that

Length of unit (duration indicated in lessons)