|  |  |  |  |
| --- | --- | --- | --- |
|  | **TERM 1****Textiles** | **TERM 2****Art** | **TERM 3****Art** |
|  | **September – December**7 lessons per half term | **January – March**6 lessons per half term | **April – July**7 lessons per half term |  |
| Virtues | 1. Friendliness and Civility (September)
2. Justice and Truthfulness (October)
3. Courage (November)
4. Generosity (December)
 | 1. Gratitude (January)
2. Good Speech (February)
3. Good Temper (March)
 | 1. Self-Mastery (April and May)
2. Compassion (June)
3. Good Sense (July)
 |  |
| Skills | 1. Listening (September)
2. Leadership (October)
3. Problem Solving (November)
4. Creativity (December)
 | 1. Staying Positive (January)
2. Speaking (February)
3. Staying Positive (March)
 | 1. Aiming High (April and May)
2. Speaking (June)
3. Teamwork (July)
 |  |
| Topic Title & Description | **Diwali Tea Light**Looking at the festival of light and creating a tea light using pattern and embellishment to decorate**Indian Design & Patterns**Looking at traditional Indian patterns in architecture and textiles**Mandala Design & Embroidery**Design a mandala patternHand embroider mandala design | **Portraiture & Understanding Art**Understanding portrait proportions**Abstract Portraiture Hundertwasser**Understanding abstraction in portraiture.**Observational Skull Drawing**Drawing a skull from observation and adding tone**Day of the Dead Festival Masks 2D**Draw a mask influenced by Day of the Dead festival | **Natural Forms**Observational drawings using pen and wash/ watercolour, chalk and charcoal**Karl Blossfeldt** Natural form, grid transfer and enlarge.**Tonal Patterns**Looking at the work of Ian Macarther |  |
| Links to Program of Study | * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
* about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
 | * to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
* to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
* to use a range of techniques and media, including painting
* produce creative work, exploring their ideas and recording their experiences
 | * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
* about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
* to use a range of techniques and media, including painting
 |  |
| Sequencing  | 1. Develop
* Investigate resources
* Exploring pattern
* Colour Theory
1. Refine
* 3D material
1. Present
* Final Outcome
* sketchbook
 | 1. Refine
* Explore different media
1. Record
* Using sketch book
1. Present
* Final Outcome
* Sketch Book
 | 1. Develop
* Design
* Drawing skills in a range of media
1. Refine
* Correct work based on feedback
1. Record
* Annotate in sketchbook
1. Present
* Final Outcome
 |  |
|  |
| Sequencing and Sequencing Skills | Creating a clay sculpture based on Diwali patternsDesigning a pattern based on a culture.Using traditional cultural patterns to create a Mandala pattern to embroider.Learning embroidery stiches to embroider the mandala in. | Learning portrait drawing techniques, proportion and accuracy.Abstract portraits showing an artist influence.Observational skull drawing Day of the Dead Mask Design | Developing drawing skills looking at natural forms.Work in the style of an artist using only tone.Looking enhancing your work with patterns |  |
| Builds from:* Using equipment safely, Yr7, Term 2
* Creating a sculpture using textiles, Yr7, Term 2

Is further developed to:* Creating multi-media textiles drawings, Yr9, Term 3
* Machine embroidery, Yr9, Term 3
 | Builds from:* Observational drawing skills, Yr7, Term 1
* Colour Theory, Yr7, Term 1

Is further develop to:* Observational drawings and perspective, Yr9, Term 1
 | Builds from:* Observational drawing skills, Yr7, Term 1, Yr8, Term 2

Is further develop to:* Mixed media outcome, Yr9, Term 2
 |  |
| Retrieval PracticePut this above knowledge | Recapping patterns in Art Analysing Indian patternsCreating pattern designEvaluation of previous pattern design | Analysing facial proportionsLinking to imagination in art and designJoining together imaginative drawings and portraiture Analysing festival masks | Evaluating and developing drawing techniquesBuilding on observational drawing and colour theory Recapping tonal skillsCreating a pattern analysis |  |
| New Learning | Diwali – the festival of lightsTraditional Indian patterns in architecture, art and textilesRepeating patternsEmbroidery techniques | Proportions of the human facial featuresAnalysing famous art worksAccurately drawing from observationTraditional Day of the Dead mask designCreating a pattern | Drawing from observationWorking with chalk and charcoal, and a range of tonal mediaGrid transfer and enlarging.Pen and washPattern analysis |  |
| Literacy | Key wordsFeedbackSelf-assessing.. | Key wordsFeedbackSelf-assessing. | Key wordsFeedbackSelf-assessing |  |
| Numeracy | PatternPattern repeatScaleratioProportionmeasuring | ScaleProportionratiofractions  | LineScaleratioProportionShape |  |
| Independent Learning | Learning about traditional Indian patternsLearning about the festival of Diwali and creating a clay tea light holder.Embroidered patterns | Understanding facial proportions and drawing a face accurately.Abstract portraiture in oil pastelsObservational drawing of a skull in tone.Day of the Dead sugar skull design.Adding colour using colour theory.2-D relief work – raising out areas of the skull.Adding mixed media | Developing skills of observational drawing and tone.Learning pen and wash techniques.Developing skills in chalk and charcoalGrid transferUsing tonal oil pastels. |  |
| Super curricular activities | Visit to a Temple to experience other cultures. | Trip to National Portrait Gallery | British Museum trip |  |
| British values and SMSC | Enable students to acquire a broad general knowledge of and respect for public institutions and services in EnglandFurther tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. | Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.Enable students to develop their self-knowledge, self-esteem and self-confidence; | Encourage respect for other peopleEnable students to develop their self-knowledge, self-esteem and self-confidence; |  |
| Links to skills and virtues | **Friendliness and Civility** –understanding and being tolerant of other cultures and beliefs. L**istening** – to other cultures beliefs and practises. **Justice and Truthfulness –** understanding how cultural festivals can help you find inner peace.**Leadership** - Lead on presentation of their work, then leading on their own design.**Generosity –** Sharing thoughts, experience and specialised equipment.**Courage -** Having the courage to push yourself out of your comfort zone and try new skills**Problem Solving –** working out how to create different types of embroidery stiches.**Creativity -** Showing the creative skills learned in your work to produce a final outcome. | **Gratitude -** Being grateful for our senses through portraiture and facial features.**Staying Positive –** Staying positive when learning a new and difficult skill.**Good Speech –** Thinking about how we speak to one another when giving critical feedback through peer assessment.**Speaking -** Learning to speak about your own art and the work of others.**Good Temper & Good Humour -** Keeping calm when using specialist equipment and understanding that it takes time to perfect this.**Staying Positive** – Staying positive when analysing your own work.  | **Self-Mastery –** Understanding how to draw from observation and mastering this technique**Aiming High –** Aiming for a platinum outcome.**Self-Mastery** - Understanding how to apple tone to create a three-dimensional effect and mastering this technique.**Aiming High –**Aiming for a platinum outcome.**Compassion –** Being kind to the natural forms in our environment.**Speaking –** Explaining and supporting design choices through speaking about your work. **Good Sense –** Choosing patterns which work with the shape your form and create contrast.**Teamwork –** sharing tools and equipment. |  |
| Careers  | CouncillorArtistDesignerSculptorpotterIllustratorFashion DesignTextile design | AnimatorCuratorAdvertisingmarketingProp maker | Graphic designerIllustratorArtistDesigner |  |
| Formative assessment  | Verbal FeedbackPeer Assessment | Verbal FeedbackGroup Critical Analysis | Verbal FeedbackGroup Critical Analysis |  |
| Summative assessment | AP1 W/C 04/10/21 – Tea LightAP2 W/C 29/11/21 – Mandala Embroidery | AP3 W/C 24/01/22 – Hundertwasser PortraitAP4 W/C 21/03/22 – Day of the Dead Skull | AP5 W/C 20/06/22 – Tonal Shell  |  |
| Personalised Challenge for LA | Knowledge organisersSentence startersAnalysis guidance questions | Knowledge organisersSentence startersAnalysis guidance questions | Knowledge organisersSentence startersAnalysis guidance questions |  |
| HA Challenge | Star tasks each lessonTo Be Added | Star tasks each lessonTo Be Added | Star tasks each lessonTo Be Added |  |
| ICT oppotunities | Researching the work of the artistReading Link | Researching the work of the artistReading Link | Researching the work of the artistReading Link |  |
| Lesson Structure | 1,2, 3 – Tea Light clay sculpture4,5 – Indian patterns6,7, – Mandala Design8,9 – Embroidery Sampling10,11, 13 – drawing design and starting to embroider14 – Responding to feedback by refining work. | 1,2 – Portraiture and Proportion3,4, 5,6 – Hundertwasser Portrait Design and Paint.7 –Skull drawing from observation8 – adding tone9 – Day of the Dead Mask Design10, 11 – Adding Colour, Embellishments and relief12 – Refining Final Outcome | 1 – observational drawing of shell2,3,4 – working with tone using different techniques5,6 – draw new object from observation and choose 1 tone technique.7,8 – grid transfer and enlarge an image9,10 – add tone to image11 – refine final outcome12, 13,14 –draw new object and add patterns in black and white |  |