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|  | **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 pattern  Hand 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 patterns  Designing 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 Practice  Put this above knowledge | Recapping patterns in Art  Analysing Indian patterns  Creating pattern design  Evaluation of previous pattern design | Analysing facial proportions  Linking to imagination in art and design  Joining together imaginative drawings and portraiture  Analysing festival masks | Evaluating and developing drawing techniques  Building on observational drawing and colour theory  Recapping tonal skills  Creating a pattern analysis |  |
| New Learning | Diwali – the festival of lights  Traditional Indian patterns in architecture, art and textiles  Repeating patterns  Embroidery techniques | Proportions of the human facial features  Analysing famous art works  Accurately drawing from observation  Traditional Day of the Dead mask design  Creating a pattern | Drawing from observation  Working with chalk and charcoal, and a range of tonal media  Grid transfer and enlarging.  Pen and wash  Pattern analysis |  |
| Literacy | Key words  Feedback  Self-assessing.  . | Key words  Feedback  Self-assessing. | Key words  Feedback  Self-assessing |  |
| Numeracy | Pattern  Pattern repeat  Scale  ratio  Proportion  measuring | Scale  Proportion  ratio  fractions | Line  Scale  ratio  Proportion  Shape |  |
| Independent  Learning | Learning about traditional Indian patterns  Learning 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 pastels  Observational 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 charcoal  Grid transfer  Using 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 England  Further 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 people  Enable 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 | Councillor  Artist  Designer  Sculptor  potter  Illustrator  Fashion Design  Textile design | Animator  Curator  Advertising  marketing  Prop maker | Graphic designer  Illustrator  Artist  Designer |  |
| Formative assessment | Verbal Feedback  Peer Assessment | Verbal Feedback  Group Critical Analysis | Verbal Feedback  Group Critical Analysis |  |
| Summative assessment | AP1 W/C 04/10/21 – Tea Light  AP2 W/C 29/11/21 – Mandala Embroidery | AP3 W/C 24/01/22 – Hundertwasser Portrait  AP4 W/C 21/03/22 – Day of the Dead Skull | AP5 W/C 20/06/22 – Tonal Shell |  |
| Personalised Challenge for LA | Knowledge organisers  Sentence starters  Analysis guidance questions | Knowledge organisers  Sentence starters  Analysis guidance questions | Knowledge organisers  Sentence starters  Analysis guidance questions |  |
| HA Challenge | Star tasks each lesson  To Be Added | Star tasks each lesson  To Be Added | Star tasks each lesson  To Be Added |  |
| ICT oppotunities | Researching the work of the artist  Reading Link | Researching the work of the artist  Reading Link | Researching the work of the artist  Reading Link |  |
| Lesson Structure | 1,2, 3 – Tea Light clay sculpture  4,5 – Indian patterns  6,7, – Mandala Design  8,9 – Embroidery Sampling  10,11, 13 – drawing design and starting to embroider  14 – Responding to feedback by refining work. | 1,2 – Portraiture and Proportion  3,4, 5,6 – Hundertwasser Portrait Design and Paint.  7 –Skull drawing from observation  8 – adding tone  9 – Day of the Dead Mask Design  10, 11 – Adding Colour, Embellishments and relief  12 – Refining Final Outcome | 1 – observational drawing of shell  2,3,4 – working with tone using different techniques  5,6 – draw new object from observation and choose 1 tone technique.  7,8 – grid transfer and enlarge an image  9,10 – add tone to image  11 – refine final outcome  12, 13,14 –draw new object and add patterns in black and white |  |