

1st Form Scheme of Work

Term One: Art, Craft and Design	
PROJECT AIMS	<ul style="list-style-type: none"> To understand pencil grading for creating a variety of shades and tones. Develop observational drawing skills. Demonstrate ability to accurately represent form through the use of graduate tone Develop a knowledge and understanding of art, craft and design To create own gargoyle using clay To understand how to use the materials and tools to manipulate clay. To understand Expressionist Art
PROJECT OBJECTIVES	<ul style="list-style-type: none"> To identify appropriate pencil grades for different drawing tasks and finishes, using mirrors and observing carefully. To practice techniques and processes using pencil, paint and clay. To use analytical skills, group work and writing frames to be able to better describe/understand a range of works of art. To develop skills of creating textures and surfaces. To develop skills of manipulating clay and joining clay and refining clay work with textures and detail. To complete analysis and evaluation of work in sketchbooks through the use of informative and analytical annotation. Develop colour-mixing and brush control skills
Resources	Clay, sugar paper or cloth, rolling pins, black sugar paper, chalk and charcoal, key words, cartridge paper, paint (acrylic or liquid, range of brushes, handouts on gargoyles, Ellen Gallagher, Henri Rousseau, good quality animal images, books, PowerPoint images.

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
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1	Introduction to Gargoyles: complete first stage a clay gargoyle.	To create own gargoyle using clay: apply technique for creating textures, shapes, joints	<p>Starter: Demonstration of clay manipulation following a design.</p> <p>Main: Create clay slab as base for the gargoyle.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Tonal drawing. Planning what details to add to base.
2	<p>Complete second stage of clay gargoyle.</p> <p>To learn how to add detail and texture to the gargoyle using the tools and clay manipulation skills.</p>	To continue making the clay gargoyle, by using tools and techniques appropriately. By understanding through practical experience, the properties of the material.	<p>Starter: Q&A session</p> <p>Main: To use fingers and tools to manipulate the clay and add value to the pieces produced.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Draw a copy of a gargoyle from one of the images provided.
3	<p>Complete third stage of clay gargoyle.</p> <p>Continue making clay Gargoyle.</p> <p>To learn how to add detail and texture to the gargoyle using the tools and clay manipulation skills.</p>	To continue making the clay gargoyle, by using tools and techniques appropriately. By understanding through practical experience, the properties of the material.	<p>Starter: Q&A session</p> <p>Main: To use fingers and tools to manipulate the clay and add value to the pieces produced.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Contextual research.

<p>4</p>	<p>Painting clay Gargoyle.</p> <p>To learn how to create the appearance of stone through the use of Acrylic paint techniques.</p>	<p>To create complete the painting of the clay gargoyle by following the detailed processes demonstrated in lesson.</p>	<p>Starter: To explore the materials and tools needed to complete the task set.</p> <p>Main: To use the materials and tools to paint the clay gargoyle.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>Step-by step illustrate 'how I made my gargoyle'</p>
<p>5</p>	<p>Revision of Formal Elements: Use of line and tone to represent form, texture, proportion, scale and perspective.</p> <p>Consolidation of three-dimensional drawing skills, use of tone.</p> <p>Students to understand how the processes and skills learnt have enabled them to draw with greater accuracy and manipulate a range of materials.</p>	<p>Explore range of tonal shading and use of line through a tonal drawing.</p> <p>Student to identify areas of strength and weakness and to select appropriate activities to consolidate learning.</p>	<p>Starter: Discussion- what are the formal elements</p> <p>Main: Create a 'spooky' graveyard drawing</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>Mini Test revision as homework</p>
<p>6</p>	<p>Mini Test. (Mini Test week, no homework)</p>			

7	Understanding hot and cold colours.	Understand how to mix a range of hot and cold colours. Refine brush control.	<p>Starter: Colour wheel revision</p> <p>Main: Expressionist style painting techniques to create a painting of a sky.</p> <p>Plenary: Evaluation of skills and processes.</p>	Contextual research of Expressionism.
Half-Term				

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
8	<p>Students will understand the importance of Art, Craft and Design.</p> <p>Contextual studies: Introduction to Edvard Munch's the Scream.</p>	Student to understand the history of Munch's The scream and how the Expressionist application of paint is used to express the inner turmoil of the artist.	<p>Starter: Video: Munch's the Scream</p> <p>Main: Design a Munch inspired painting.</p> <p>Plenary: Peer evaluation of skills and processes.</p>	Artist study of Edvard Munch
9	Develop colour mixing and brush control skills.	To deepen understanding of the artist's work through application of his processes.	Starter: Analysis or an artist work and group discussions about its meaning.	Written evaluation of progress so far. 500 words

			<p>Main: Complete first stage of Edvard Munch inspired painting.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	
10	<p>Develop colour mixing and brush control skills.</p> <p>Revision of Edvard Munch contextual studies.</p>	To deepen understanding of the artist's work through application of his processes.	<p>Starter: Analysis of an artist work and group discussions about its meaning.</p> <p>Main: Complete second stage of Edvard Munch inspired painting.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Further contextual studies of the work of Edvard Munch
11	Understand the use of tonal shading and how to represent light in your drawing	Develop the use of tonal shading to represent 'form'	<p>Starter: Analysis of a tonal drawing and discussion of techniques used</p> <p>Main: Complete a tonal copy from an image.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Winter Exam revision as homework
12	Winter Exam week, no homework			

13	<p>Develop colour mixing and brush control skills.</p> <p>Apply darker tonal shades to create depth in own image</p>	<p>Understand how 'colour washes' can be use too create depth in an image.</p>	<p>Starter: Analysis or an artist work and group discussions about its meaning.</p> <p>Main: Complete Edvard Munch inspired painting.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>Tonal copy of own painting.</p>
14	<p>Consolidation, presentation and evaluation of first terms work.</p>			<p>Consolidation and improvements to sketchbook</p>

Term Two: Post-Impressionism vs. Pop Art	
PROJECT AIMS	<ul style="list-style-type: none">• Develop a critical understanding of Impressionism and the work of Vincent Van Gogh.• To develop knowledge and understanding of the Pop-Art Movement and style of art, and specific Pop-artists such as Andy Warhol, Peter Blake and Claus Oldenburg.• To demonstrate ability to mix paint and stick neatly within shapes to paint a Pop art style sweet.• To develop sketchbook presentation skills and simple mounting and stylized titles.• To develop skills, knowledge and understanding of Three-dimensional sculpture• To demonstrate ability to reflect on own work and that of others and evaluate with a critical eye.

PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To be able to identify and describe the general characteristics of the Pop Art movement and what inspired it. • To make observational enlargement drawings from real sweets • To use paint in a flat way like the Pop Artists. • To create a sculptural design in a Pop Art style • To write evaluations, analysis and descriptions in sketchbook, through the use of informative and analytical annotation. • Create an artist inspired painting in an Impressionist style.
RESOURCES	<ul style="list-style-type: none"> • Handouts on Pop Art and laminated examples. • Tonal pencils, sketchbooks. • Poster paints, palettes and brushes. • Newspaper, masking tape, PVA, coloured tissue paper. • Canvas

WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
1	To Explore the work of Van Gogh and understand the aims and objectives of Post-Impressionist artists.	To understand how to assess tonal values from a colour image.	<p>Starter: Contextual Studies: Introduction to Van Gogh.</p> <p>Main: Tonal studies: Van Gogh copy in pencil.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Artist Research

2	Understand how brush marks are essential to the work of Post-Impressionist artists	Create brush marks which are similar to the work of Post-Impressionist artist.	<p>Starter: Demonstration of brushwork</p> <p>Main: Van Gogh painting techniques and understanding of Post-Impressionist brushwork.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Tonal artist copy
3	Develop colour mixing and brush control skills.	To deepen understanding of the artist's work through application of his processes.	<p>Starter: Revision of key skills</p> <p>Main: Complete first stage of a Van Gogh copy.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Written evaluation of progress so far, showing understanding of processes used. 500 words
4	<p>Develop colour mixing and brush control skills.</p> <p>Apply darker tonal shades to create depth in own image</p>	To make progress with own work.	<p>Starter: Peer assessment of key skills</p> <p>Main: Complete second stage of a Van Gogh copy.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Revision for Mini Test

5	Mini-Test
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6	To deepen understanding of the artist's work through application of his processes.	To make progress with own work.	<p>Starter: Group critique of progress so far.</p> <p>Main: Complete third stage of a Van Gogh copy.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Take and print 5v photographs which could be used as a base for a Van Gogh inspired landscape painting.
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Half-term				
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7	To be able to replicate the style of Van Gogh when using students own image as a starting point.	To deepen understanding of the artist's work through application of his processes to student's artist inspired image.	<p>Starter: Revision of brush control and task objectives</p> <p>Main: Complete first stage of a Van Gogh inspired painting on canvas, using own photos as inspiration.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Colour pencil copy of Van Gogh landscape
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8	<p>To make progress with own work.</p> <p>To be able to replicate the style of Van Gogh when using students own image as a starting point.</p>	<p>To deepen understanding of the artist's work through application of his processes to student's artist inspired image.</p>	<p>Starter: Progress check</p> <p>Main: Complete second stage of a Van Gogh inspired painting on canvas, using own photos as inspiration.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>Tonal copy of own image</p>
9	<p>To complete own work.</p> <p>To be able to replicate the style of Van Gogh when using students own image as a starting point.</p>	<p>To deepen understanding of the artist's work through application of his processes to student's artist inspired image.</p>	<p>Starter: Progress check</p> <p>Main: Complete third stage of a Van Gogh inspired painting on canvas, using own photos as inspiration.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>To evaluate own work and write two paragraphs in sketchbook, using specialist vocabulary.</p>
10	<p>Introduction to Roy Lichtenstein: Creation of an artist inspired sculpture.</p>	<p>Design and start to create an artist inspired sculpture. Complete layout design and draw out image onto card.</p> <p>Understand how to use the materials and tools to create a three-dimensional effect.</p>	<p>Starter: Demonstration of how to use card, pencil and paint to create an artist inspired 'relief' sculpture.</p> <p>Main: To start own sculpture.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>Artist research of Roy Lichtenstein.</p>

<p>11</p>	<p>Continue Roy Lichtenstein inspired sculpture.</p>	<p>Make progress with the construction of the card base. Begin to cut and paint image.</p> <p>Understand how to use the materials and tools to create a three-dimensional effect.</p>	<p>Starter: Revision of how to use card, pencil and paint to create an artist inspired 'relief' sculpture.</p> <p>Main: To continue own sculpture.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>Make a drawing from a piece of work by Roy Lichtenstein</p>
<p>12</p>	<p>Complete Roy Lichtenstein inspired sculpture.</p>	<p>To complete sculpture inspired by Pop Art.</p>	<p>Starter: Revision of how to use card, pencil and paint to create an artist inspired 'relief' sculpture.</p> <p>Main: To complete own work.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	<p>To evaluate own work and write two paragraphs in sketchbook, using specialist vocabulary.</p>

Term Three: Cultures, Art and Artefacts	
PROJECT AIMS	<ul style="list-style-type: none"> • To gain greater understanding of masks from different cultures and to understand their purposes and significance. • To develop skills of using oil pastels and paint to good effect. • To further develop imaginative and creative capabilities. • To develop skills of working in in 2D and 3D • To develop paper Mache skills. • To further develop skills of personalising work.
PROJECT OBJECTIVES	<ul style="list-style-type: none"> • To draw from mask artefacts and images from books and colour resources. • To understand how materials can be used to add detail and tone. • To understand how we can use recyclable goods for decorative purposes. • To understand the paper-Mache process. • To develop own imaginative responses • To understand how to add structural forms and embellishments to enhance a 3D design.

RESOURCES	<ul style="list-style-type: none"> • Handouts on masks from different cultures. • Books and PowerPoint. • Key word spellings and meanings. • Tin foil, bubble wrap, string, hessian, cling film • Paint, palettes and brushes • Mask basic starter forms, card, tape, embellishments, feathers etc.
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WEEK	AIM	OBJECTIVE	ACTIVITY	HOMEWORK
1	Introduction to the 'Day of the Dead'. Create a 'Day of the Dead' collage.	<p>Students to understand the cultural significance of the Day of the Dead festival.</p> <p>Students to understand how to use collage materials to create a Day of the Dead inspired mask.</p>	<p>Starter: Explore the key imagery used in the Day of the Dead masks</p> <p>Main: Create a Day of the Dead collage.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Research the Day of the Dead festival.
2	Introduction to African masks: develop sketchbook research pages.	To gain a greater Understanding of what masks are, what they are made of, where and by whom.	<p>Starter: Introduction to project.</p> <p>Main: To create an African mask research page, which includes several drawn studies of a range of masks, adding notes in own words.</p>	Draw three possible designs of own African mask.

			Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.	
3	Residential trips week (No Homework).			
4	Create an African mask design: develop ideas in sketchbook. Create a base layer for an African mask.	Finalise African Mask design and create simple base, out of cardboard and masking tape.	<p>Starter: Analysing own designs and assessing the possibilities and limitations of the materials.</p> <p>Main: To create a base for the African mask with card and tape.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Draw a tonal copy of an African mask from an image provided.
Half-term				
5	Apply paint to the African mask. To learn how to create the appearance of wood through the use of Acrylic paint techniques.	To start the painting of the African Mask by following the detailed processes demonstrated in lesson.	<p>Starter: To explore the materials and tools needed to complete the task set.</p> <p>Main: To use the materials and tools to paint the African Mask.</p>	End of Year Exam revision as homework)

			Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.	
6	End of Year Exam week, no homework			
7	Apply paint to the African mask. To learn how to create the appearance of wood through the use of Acrylic paint techniques.	To complete the painting of the African Mask by following the detailed processes demonstrated in lesson.	<p>Starter: To explore the materials and tools needed to complete the task set.</p> <p>Main: To use the materials and tools to paint the African Mask.</p> <p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	Evaluation of project work and technical processes used. 500 words
8	Op art: pattern and colour. Introduction the work of Bridget Riley.	Understand a range of drawing techniques and processes which can be used to create Op Art.	<p>Starter: Analysis or an artist work and group discussions about its construction</p> <p>Main: To complete a Bridget Riley inspired colour image.</p>	A4 Bridget Riley inspired tonal drawing

			<p>Plenary: Q&A, Consolidation activities, Evaluation of skills and processes.</p>	
<p>9</p>	<p>Consolidation and revision activities.</p>			<p>Research and print 5 images of the work of William Morris.</p>