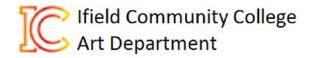


## KS3 Long Term Overview Subject: YEAR 7 Art & Design 2022-23

Autumn Term 2022	Project Title: 'Bugs are Beautiful'
Project Overview:	
Sibylla Merian and the illustrator Corrine Welch. Students will I	rce for their own artwork. They will be inspired by the artist and scientist Maria be introduced to the creative process; they will begin to learn how to use research iques and processes and how to record ideas. They will learn the routines and
Outline of Key Learning	Weekly Content breakdown
Begin to be able to apply some of the aspects of The Creative Process:	Week 1: Introducing art and design at ICC and sharing art vision. Baseline drawing and ideation test.
Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate	Week 2 <i>Recording and generate ideas</i> Formal elements and Mark Making:
Formal Elements: Line; Shape; Tone; Texture; Colour.	Introduction to keywords: Formal elements, line, shape, tone, texture Students experiment and create a series of mark making effects using a range of lines to create tone and texture. – use pencil and pen.
Principle: Pattern.	Week 3: <i>Knowledge and Researching/ Recording and generate ideas</i> Introduction to the art room and project 'Bugs are Beautiful'.
Materials Shading pencils; biro pen; block paints; oil pastel.	Maria Sibylla Merian Research Page: Students introduced to the scientist and artist Maria Sibylla Merian. Begin to comment on the work of artists.
<b>Techniques and Process</b> Drawing; painting; oil resist; photomontage; collage.	Developing observational drawing skills through pastiche. Develop use of sketchbook to record thoughts and ideas
<b>Skills:</b> (to begin to develop confidence in their) ability to respond to a theme/brief ability to follow the creative process	<u>Set Homework 1:</u> Corrine Welch part 1 – answer questions based on Welch's artwork. Bring into school.
ability to use a range of materials technically and creatively to create an image with intention and purpose	Week 4: Knowledge and Researching/ Recording and generate ideas Complete Maria Sibylla Merian Research Page

To become creative, critical, independent, visual thinkers



<ul> <li>ability to select appropriate resources to fulfil own creative intention</li> <li>ability to think about and discuss their artwork and the work of others.</li> <li>Art Period/Movement/Style</li> <li>Traditional scientific illustration/Fine art; contemporary illustration/Fine art</li> </ul>	Week 5: Recording and generate ideas/ Make, experiment and refine Colour theory page: Double Primary: warm and cool, Secondary, Colour wheel, complementary colours/pairs Tint and shade Annotate.
<ul> <li>IBACC Soft skills (Habits of mind)         To become creative, critical, independent, visual thinkers     </li> <li>RESILIENCE         Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills     </li> <li>INDEPENDENCE         Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMs; writing frames and the art student handbook. Can use learning outside of lessons.     </li> <li>COMMUNICATION         Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.     </li> <li>UNDER all 3 of the IBACC skills:         INQUISITIVE: Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; at styles and movements). IMAGINATIVE: Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.     </li> <li>RESENTATION: Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.</li> </ul>	<ul> <li><u>Set Homework 2</u>; Corrine Welch part 2 – pastiche of Welch's artwork. Bring into school. (Make clear to students that they will be presenting work in their sketchbooks)</li> <li>Week 6: Reviewing and Recording and generate ideas/ Make, experiment and refine         <ul> <li>Continue/complete colour theory work</li> <li>DIRT Live marking assessment:</li> <li>Students set target for themselves to improve one previous task (painting).</li> <li>Students work on refinements.</li> <li>Students present work to the class.</li> </ul> </li> <li>Week 7: Recording and generate ideas/ Make, experiment and refine         <ul> <li>Insect painting:</li> <li>Full or close up from insect visual resources.</li> <li>Line drawn first - large scale.</li> <li>Consider mark-making</li> <li>Use the double primary system combining colour theory, line etc. from previous weeks.</li> <li>Challenge: Tertiary colour mixing; gradual blending; painting techniques to add textures.</li> </ul> </li> <li>Week 8: Recording and generate ideas/ Make, experiment and refine         <ul> <li>Continue with insect painting.</li> </ul> </li> <li>Week 9: Make, experiment and refine             <ul> <li>Oil pastel techniques and introduction to pattern:</li> <li>Oil pastel and block paints</li> <li>Confidence with materials/mixed media techniques</li> <li>Principle of pattern – sketching</li> </ul> </li> </ul>
(linked to class project) Four homework tasks (two per half term)	Set Homework 3: select and record patterns around the home.



Week 10: Make, experiment and refine Oil resist pattern (referencing the illustrator Corrinne Welch). Resist Layering
Resist
I LAVEUUO
Texture
Consistency
Design
EXTRA: Present Welch research page in sketchbook (From HW - For those students that have done the work)
Week 11: Recording and generate ideas (design)
Hybrid insect final piece design:
Students pretend they are Merian in a post-apocalyptic future searching for new 'Insect Hybrids'.
Students create a hybrid insect design page. Apply pattern and collage of techniques.
Start final piece
Draw out design at a larger scale (A4/A3)
Use the techniques of mixed media and techniques (painting, drawing, oil
resist)
Week 12 and 13: Present outcomes
Continue with final piece.
Set Homework 4: Keyword test
Week 14: Reviewing
Evaluation of project and presentations:
<ul> <li>Titled: DIRT – evaluate project as a dedicated, independent, reflection task.</li> <li>Students present work to class.</li> </ul>
Project Title: 'Birds and Form'

Students follow the creative process with the aim of producing their own sculptural bird artwork. They will use the contemporary artists Marcus James and Susan Breakwell as the main source of inspiration as well as look at the Japanese art form of Origami. They will build on their drawing and painting skills and be introduced to 3D materials, techniques and processes.

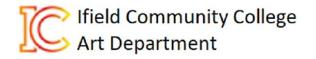


Head of Department: Mr Ares Teachers of Art: Ms Atkinson, Ms Horn Technician: Mrs Estes

Outline of Key Learning	Weekly Content breakdown
Begin to be able to apply some of the aspects of The Creative	Week 1: Recording and generate ideas
Process:	Introduction to the project 'Birds and Form'.
Define December Incoming (Idea (a. (Idea Comparation))	Observational drawing:
Define – Research - Imagine/Ideate – (Idea Generation) –	<ul> <li>Drawing birds from basic lines and shapes – step by step.</li> </ul>
Experiment - Review, Refine and Develop – Realise - Evaluate	Consider measurement and proportion.
Formal Elements:	Re-cap on formal elements: line, shape, tone
Line; Shape; Form; Tone; Texture; Colour.	Week 2: Recording and generate ideas
	Developed observational drawings:
Principles:	Full drawing from bird visual resources.
Pattern; movement.	<ul> <li>Apply previous learning</li> </ul>
	<ul> <li>Alternative materials and paper surfaces.</li> </ul>
Composition	<ul> <li>Re-cap on formal elements: line, shape, tone, texture, colour</li> </ul>
Materials	Week 3: Knowledge and Researching/ Recording and generate ideas
Shading pencils; biro pen; bloc paints; inks; wire.	Introduce Marcus James' continuous line drawings of birds:
	Continuous line sketches – how this creates tone
Techniques and Process	Introduce principle of movement
Drawing; painting; Origami; papier mache; metal work.	Produce pastiches.
Skills: (to begin to develop confidence in their)	Students create a Marcus James research page adding their previous bird
ability to respond to a theme/brief	drawings to their pages.
ability to follow the creative process	
ability to use a range of materials technically and creatively to	<u>Set Homework 5</u> : Susan Breakwell part 1 – answer questions based on Breakwell's
create an image with intention and purpose	artwork. Bring into school.
ability to select appropriate resources to fulfil own creative intention	West A. Knowledge and Descention (Descention and example) iters
ability to think about and discuss their artwork and the work of	Week 4: Knowledge and Researching/ Recording and generate ideas
others.	Complete Marcus James pastiche/page DIRT Live marking assessment:
	Students set target for themselves to improve one previous task (MJ pastiche).
Art Period/Movement/Style	Students set target for themselves to improve one previous task (ind pasticle).
Contemporary; sculpture	Students present work to the class.
	Week 5: Make, experiment and refine
IBACC Soft skills (Habits of mind)	Element of From and wire sculpting:
To become creative, critical, independent, visual thinkers	2D into 3D
	• Wire 'drawings' from continuous line birds turning 2D shape into 3D form.
RESILIENCE	



Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to	<ul> <li>Students hang the wire sculptures and take photos for sketchbook.</li> </ul>
feedback. Dare to be different. Tolerate uncertainty. Allow time to build your	Cat Llamawark & Sugar Brookwall part 2 postiche of Brookwall's artwork. Bring inte
skills	<u>Set Homework 6</u> : Susan Breakwell part 2 – pastiche of Breakwell's artwork. Bring into school.
INDEPENDENCE     Show initiative. Be brave. Be self-sufficient – can use planning tools such as	
TEAMs; writing frames and the art student handbook. Can use learning outside	Week 6: <i>Make, experiment and refine</i>
of lessons.	Bird sculpture inspired by Susan Breakwell:
COMMUNICATION	Students begin to create their own bird sculpture in the style of Susan
Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and	Breakwell (from homework).
understanding. Discuss your learning. Learn to listen.	<ul> <li>Using newspaper and masking tape, students create body and head.</li> </ul>
	<ul> <li>Students apply learning on measurement and proportion</li> </ul>
UNDER all 3 of the IBACC skills:	
INQUISITIVE: Wonder about what is around you. Ask thoughtful and curious	Week 8: Make, experiment and refine
questions. Challenge assumptions. Select, explore and investigate appropriate	Adding details:
research (social/historical/political/cultural issues; art styles and movements). IMAGINATIVE: Use intuition to find and solve problems. Trust in your instincts.	<ul> <li>Further construction techniques using card</li> </ul>
Make connections and be brave with ideas. Play with possibilities and find new	wings, tail, beak
solutions.	
PRESENTATION: Take care over work. Conscientiousness in your	Week 9: Make, experiment and refine
sketchbook presentation. Develop your own visual style. COLLABORATIVE: Share Ideas. Work on group projects. Exhibit. Peer	Adding details:
critique: give & receive feedback. Contribute. Co-operate. Listen.	<ul> <li>Students create the wire legs/feet.</li> </ul>
	<ul> <li>Students begin to paint the bird.</li> </ul>
	<u>Set homework 7:</u> Japanese art of Origami.
Homework	West 40,44,40, Metal and a final for the Constant of Constant
(linked to class project)	Week 10, 11, 12: Make, experiment and refine/ Present outcomes
	Continue with and complete bird sculpture. Explore processes:
5 Susan Breakwell artist research sheet part 1	Collage text, textures
6 Susan Breakwell artist research sheet part 1	Paint
7 Origami	Wool
8 Keyword test	<ul> <li>Once completed, bird sculptures are stapled to a wooden block stand.</li> </ul>
Assessment method: Teacher assessment alongside classwork	Set Homework 8: Keyword test
where overall level will be awarded.	
	Week 13 and 14: <i>Reviewing</i>
	Evaluation of project and presentations:
	• Titled: DIRT – evaluate project as a dedicated, independent, reflection task.
Ongoing Formative Teacher:	<ul> <li>Students present work to class.</li> </ul>
DIRT in sketchbooks (one per half term)	
Plus	
To become creativ	ve. critical, independent, visual thinkers



Assessment grid at the back of books highlighted with areas for (long	
term) development.	
Student self and peer assessment.	
Key terminology Spelling and comprehension test.	
End of unit assessment:	
Holistic grade based on all classwork and homeworkCurrent level	
working at.	
Summer Term 2022	Draiget Titles (Textured Landscene)
Summer Term 2023	Project Title: 'Textured Landscape'
Project Overview:	
	landscape artwork. They will use the contemporary artist David Hockney and
	source of inspiration for their artwork. They will build on their drawing and
research skills as well as be introduced to a range of expressive	an techniques.
Outline of Key Learning	Weekly Content breakdown
Outline of Key Learning	
Begin to be able to apply some of the aspects of The Creative	Week 1: Recording and generate ideas/ Make, experiment and refine
Process:	PART 1: What is a landscape? keywords: space (illusion of), perspective and the
	horizon line. Students create a line drawing of a landscape and label the keywords.
Define – Research - Imagine/Ideate – (Idea Generation) –	keywords: foreground, middle ground and background.
Experiment - Review, Refine and Develop – Realise – Evaluate	
Formel Flowerter	Week 2 and 3: Knowledge and Researching/ Recording and generate ideas David Hockney landscape drawings. Gridded drawing worksheet
Formal Elements:	
Line; Shape; Tone; Texture; Colour; Space.	Apply learning from previous week.

**Principles:** *Pattern; movement.* 

**.** ...

Composition

Materials

Shading pencils; biro pen; bloc paints; oil pastel; block printing inks; PVA; papers; inks.

Set Homework 9: David Hockney information/opinions.

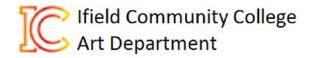
Week 4: *Recording and generate ideas* Painting Techniques: Blending, Stippling, Bleeding, Layering

Pascal Lagesse landscapes paintings - pastiche/response

Week 5: Knowledge and Researching/ Recording and generate ideas



	Response: Using block colour double primary, students will paint landscapes applying
Techniques and Process	acquired knowledge of background, middle ground and foreground plus painting
Drawing; painting; print making; marbling; collage.	techniques.
	(For those creating responses: Image source: photos of the school 'landscape')
Skills: (to begin to develop confidence in their)	
ability to respond to a theme/brief	Set Homework 10: pascal Lagesse information/opinions.
ability to follow the creative process	
ability to use a range of materials technically and creatively to	Week 6: Reviewing/ Recording and generate ideas
create an image with intention and purpose	Continue with landscape painting.
ability to select appropriate resources to fulfil own creative intention	DIRT Live marking assessment:
ability to think about and discuss their artwork and the work of	
,	Students set target for themselves to improve one previous task (Painted landscape).
others.	Students work on refinements.
	Students present work to the class.
Art Period/Movement/Style	
Modern; Contemporary; Landscape	Week 7 and 8: Make, experiment and refine
	Create textured papers - Expressive use of material. Students explore materials (Block
	paints, oil pastel, torn paper, inks, pencil, PVA, printing inks/rollers) and techniques
	(e.g. layering, splatter, blowing, textured).
IBACC Soft skills (Habits of mind)	
To become creative, critical, independent, visual thinkers	Set Homework 11: Collect images of landscapes or scenes in your local area. These
	could be photos on phone or, if this is not possible, from google.
RESILIENCE	
Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to	Week 9, 10 and 11: Make, experiment and refine/ Present outcomes
feedback. Dare to be different. Tolerate uncertainty. Allow time to build your	Create a texture landscape, paper cut and collage using previously made textured
skills	papers.
Show initiative. Be brave. Be self-sufficient – can use planning tools such as	Set Homework 12: Keyword test
TEAMs; writing frames and the art student handbook. Can use learning outside	Set Homework 12. Reyword lest
of lessons.	West 40. Deviewing
COMMUNICATION     Devicion concentration subject analytical second view to a subject and site as a subject and site as a subject and	Week 12: Reviewing
Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and	Evaluation of project and presentations:
understanding. Discuss your learning. Learn to listen.	<ul> <li>Titled: DIRT – evaluate project as a dedicated, independent, reflection task.</li> </ul>
	<ul> <li>Students present work to class.</li> </ul>
UNDER all 3 of the IBACC skills:	
<b>INQUISITIVE:</b> Wonder about what is around you. Ask thoughtful and curious	
questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).	
<b>IMAGINATIVE:</b> Use intuition to find and solve problems. Trust in your instincts.	
Make connections and be brave with ideas. Play with possibilities and find new	
solutions.	
PRESENTATION: Take care over work. Conscientiousness in your	



sketchbook presentation. Develop your own visual style. COLLABORATIVE: Share Ideas. Work on group projects. Exhibit. Peer
critique: give & receive feedback. Contribute. Co-operate. Listen.
Homework
(linked to class project)
<ul> <li>9 David Hockney information/opinions.</li> <li>10 Pascal Lagesse information/opinions.</li> <li>11 Landscapes/scenes in the local area. Photos on phone or, if this is not possible, from google.</li> <li>12 Keyword test</li> </ul>
Assessment method: Teacher assessment alongside classwork where overall level will be awarded.
Ongoing Formative Teacher: DIRT in sketchbooks (one per half term) Plus Assessment grid at the back of books highlighted with areas for (long term) development. Student self and peer assessment. Key terminology Spelling and comprehension test.
End of unit assessment: Holistic grade based on all classwork and homeworkCurrent level working at.