

UNIT TITLE The Natural World/3D Project			YEAR: 8	TERM: Autumn	LENGTH:	TEACHER: C Valli	PAGE:
OUTLINE OF PLANNED UNIT						Personal learning and thinking skills	Assessment
<p>Students will investigate Natural Forms, and in particular, sea shells with various forms, textures, pattern and colours. They will make careful observational drawings of these forms and explore mark making using pen and ink. Pupils will be learning about mark making techniques through experimentation and investigating the drawings of natural forms done by Vincent Van Gogh. There will be emphasis on study the form, shape, tone, light and shade that typify some of the traditional illustration for scientific books.</p> <p>Pupils will also investigate the way in which Antonio Gaudi (and other artists/architects after him) gained inspiration for his architectural work from a variety of Natural forms. Pupils will try to apply the same process of gaining ideas from natural forms when completing their own design for a 3D papier mache relief sculpture, that will be made using 3D techniques and decoration.</p>						1.Independent enquirers <i>week 2,6,7</i> 2.Team workers <i>n/a</i> 3.Creative thinkers <i>week 7,8,9</i> 4.Self managers <i>week 3,4,10,11</i> 5.Reflective learners <i>week 13</i> 6. Effective participators <i>week 1,5,12</i>	Drawing Skills 3D Skills
WHAT THE UNIT COVERS			KEY ARTISTS	VOCABULARY	RESOURCES: visual, artefacts, books, media, and tools...		
Drawing	Art	Line	Vincent Van Gogh,	Accuracy, Proportion, Pattern,	Sketchbooks, pencils, pen and ink, various natural forms and sea shells, watercolour, cardboard, cellulose paste, masking tape, scissors, tissue paper. Various power point on artists' work and images of examples of finished work.		
Painting	Craft	Tone	Various artists that do or	Texture, Mark making, Line			
Collage	Design	Colour	did traditional illustration	Drawing.			
Textiles	2D	Texture	for scientific books	Contour, Inspirational			
Digital media/ICT	3D	Pattern	Antonio Gaudi,	Relief/Sculpture, Decoration.			
Sculpture/Ceramics	Individual work	Shape	Frank Lloyd Wright,	Architecture.			
Print making	collaborative work	Form	Javier Senosiain				
Prior Learning	Expectations				Future Learning		
Abstract Art/Abstract Designs	<p><i>By the end of this unit most pupils will:</i> Have experimented with media to render the sensation of a particular texture, used line, colour and shading to draw correct forms, pattern and shapes +developed good ideas for a 3D work <i>Some pupils will have not made as much progress and will:</i> Partly have completed studies and 'botched' attempts. They need encouragement to concentrate on completing drawings and organise their work. <i>Some pupils will have progressed further and will:</i> Produce personal investigations of natural forms in their own environment using a digital camera. Produced an original and at the same time inspired 3D work</p>				Still life Drawing		

UNIT TITLE: Still Life Project (Drawing and Painting) YEAR: 8 TERM: Spring LENGTH: 7 Weeks TEACHER: C Valli PAGE: 1			
OUTLINE OF PLANNED UNIT		Personal learning and thinking skills	Assessment
<p>This Project is structured around traditional still life drawing and painting skills, starting off from the more simple but pivotal skills of drawing basic shapes and stretching to the more complex and composite range of shapes found in still life painting, where pupils practice essential use of shading, proportion and balanced composition. Students will also complete a still life final piece using traditional painting skills after a careful study and analysis of a range of influential still life painters from Caravaggio to the brilliant examples of the school of Dutch Painters to Van Gogh and the first artists that broke the tradition of classic still life painting, Picasso and Braque</p>		<p>1.Independent enquirers week 7,8 2.Team workers n/a 3.Creative thinkers week 1,6,7 4.Self managers week 2,3,9 5.Reflective learners week 10 6. Effective participators week 1,4,5,7</p>	<p>Painting skills Research UNDERSTANDING</p>
WHAT THE UNIT COVERS		KEY ARTISTS	VOCABULARY
<p>Drawing Painting Collage Textiles <i>Digital media/ICT</i> Sculpture/Ceramics <i>Print making</i></p>	<p>Art Craft Design 2D 3D Individual work collaborative work</p>	<p>Line Tone Colour Texture Pattern Shape Form Space</p>	<p>Caravaggio, various Dutch Painters, Van Gogh, Picasso and Braque</p>
		RESOURCES: visual, artefacts, books, media, and tools...	<p>Pencils, colouring pens, tracing paper, paint, watercolour, power point presentation, colour copies of artist's work, viewfinders, various objects/boxes for setting of still life composition</p>
Prior Learning	Expectations	Future Learning	
<p>Natural forms/3D skills</p>	<p><i>By the end of this unit most pupils will:</i> Be able to draw composite objects and simple but balanced compositions of a set of still life objects, they would have also understood the value of learning from examples of past traditional still life school of painters.</p> <p><i>Some pupils will not have made as much progress and will:</i> Still need to work on drawing and painting of basic shapes with emphasis on proportion and tone</p> <p><i>Some pupils will have progressed further and will:</i> Be able to access and depict more complex/composite shapes and render the sensation of surfaces showing a much higher level of skills</p>	<p>Pop art still life and printing skills</p>	

SUMMER

UNIT TITLE: Still Life Project (Print Making) YEAR: 8 TERM: Summer LENGTH: 7 Weeks TEACHER: C Valli PAGE: 1				
OUTLINE OF PLANNED UNIT			Personal learning and thinking skills	Assessment
<p>This Project aims for pupils to gain an understanding of Andy Warhol's and Roy Lichtenstein's Still Life work and the origins of "Pop Art", with special emphasis on printmaking. It also aims to make a link with modern and revolutionary Cubist still life painting and reaffirm the still life drawing skills learnt in the previous unit, where pupils practiced the use of shading and proportion. Students will also complete a mixed media still life final piece including printmaking, painting and collage technique and continue to study and be inspired by the work of other artists to produce their own response to the theme.</p>			1.Independent enquirers week 4,5 2.Team workers n/a 3.Creative thinkers week 1,3,4,5,6 4.Self managers week 2,3 5.Reflective learners week 7 6. Effective participators week 1,4,6,7	Evaluation Understanding Print-making skills
WHAT THE UNIT COVERS		KEY ARTISTS	VOCABULARY	RESOURCES: visual, artefacts, books, media, and tools...
Drawing Painting Collage Textiles Digital media/ICT Sculpture/Ceramics Print making	Art Craft Design 2D 3D Individual work collaborative work	Line Tone Colour Texture Pattern Shape Form Space	WARHOL, LICHTENSTEIN, PAOLOZZI, PATRICK CAULFIELD, PICASSO, OLDENBURG Printmaking, String Printing, POP ART/Popular Culture, Advertisement, Collage, Photomontage, Use of primary colours, Use of simple pattern and designs, Mass Production, Primary colours, CUBISM, fragmented image, Campbell's soup can	Pencils, colouring pens, tracing paper, glue, string for printing, coloured paper, ink Brief introduction to Cubism Using selected simplified line drawing of objects or fragmented recognisable pieces of them to create stencils and begin screen printing
Prior Learning	Expectations		Future Learning	
Traditional Still life, drawing and painting, Pupils will have studied the work of still life artists, produced a tonal still life drawing and further studies of objects in different media	<i>By the end of this unit most pupils will:</i> Some pupils will not have made as much progress and will: Some pupils will have progressed further and will:		Movement and Action	