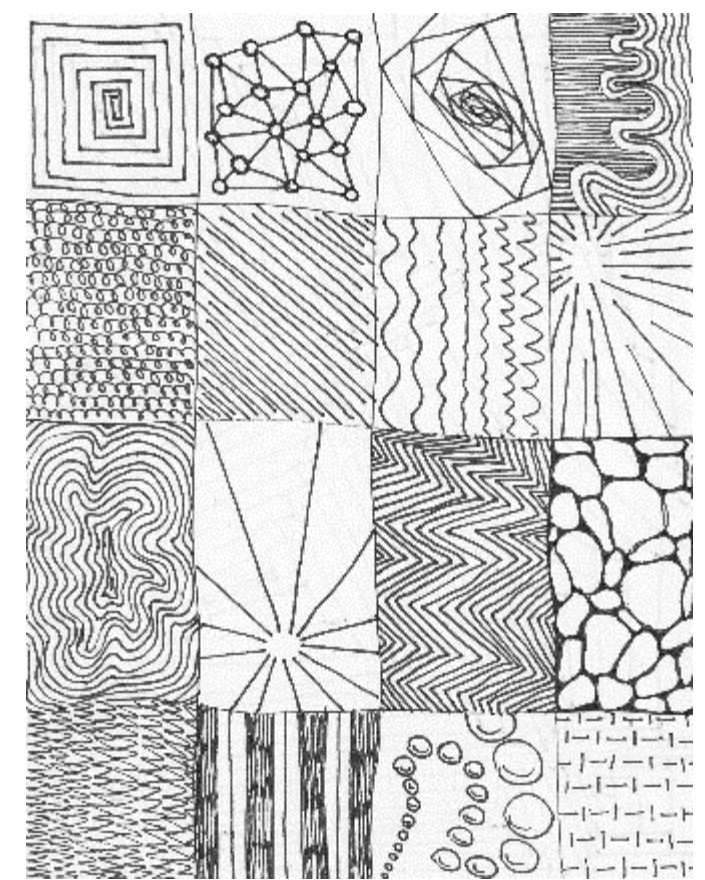


YR7 SOL – Approaches to Drawing

Aim – To explore and experiment drawing approached and styles. To question what is a drawing and build upon their art history knowledge and understanding. Pupils will learn about the Formal Elements and use different drawing art materials to create their own drawings. Observational drawing, imaginative, accurate proportional and experimental abstract drawing will fill their sketchbooks. They will build upon their art vocabulary and look at artists who use light, tone and texture (to mention a few) in their work, Rembrandt, Caravaggio, Kathe Kollwitz, Stephen Lawrence and Henry Moore. Students will create a series of drawings and build upon their skills and confidence and experiment and use a wide range of

Project context

- **Artists research** –A series of contemporary and historic artists such as, Rembrandt, Caravaggio, Picasso, Matisse, Kathe Kollwitz, Henry Moore plus many more. Art language will be developed and annotations will accompany the pupil's drawings and artist research pages. Artist vocabulary will be built upon.
- **Investigation drawings** –Pupils will work from observation and make line drawings, they will draw to music blindfolded, use continuous line, cross hatching, hatching and tone. Pupils will create forms using charcoal and chinks and annotate work and self assess.
- **Material experiments** –The materials pupils will use are, variations in graphite pencils, pen, charcoal and chinks, inks, oil pastel, rubbers, cartridge paper, sugar paper, graph paper. Students will be encouraged to experiment, take risks and have fun.
- **Planning & designing** –Pupils will carry out a series of drawings experimenting with different materials and approaches. The work will be mainly completed in their sketchbooks. A final A3 drawing will be created as well as a card which will be submitted in a competition at the end of the winter term.



RESOURCES

POWERPOINTS, WORKSHEETS, STENCILS, YOUTUBE CLIPS, PENCILS, PENS, CHARCOAL, CHALK, RUBBERS, SHARPENERS, INKS, PAINTBRUSHES, FELT PENS, ARTIST IMAGES AND INFORMATION, RULERS, TRACING PAPER.

YR7 SOL – *Approaches to Drawing*

Assessment – pupils receive 1-2-1 every lesson. Research sheets are marked out of 24, plus a working grade. Individual written feedback is provided on the back of each sheet (WIN). Work is remarked when changes/developments have been made.

Homework – all homework should be done on blank paper or into their sketchbook. Pupil should complete 2 drawing homeworks per term additional with forms/kahoot. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse personal final outcome.

SMSC/British values

Spiritual – explore different style of artwork from various artists, express their ideas, meaning & feelings.

Moral – look, discuss & evaluate artwork that show different aspects of life. Discuss & share ideas about the message the artist maybe trying to give.

Social – explore artwork from different movements & discuss how this can show the lifestyle of people, changes over periods of time.

Cultural – work links with contextual themes that encompass cultures, civilization, beliefs & religions from around the world.

British values – take in to account the views of others, follow class rules – safe practice, understand the consequences if rules are not followed, make own choices, talk about artwork from different cultures, faiths & cultures from around the world, review each others work respectfully, help & advise others.

keywords – Line, texture, tone, shape, form, pattern and colour. Tonal ladder, highlight, shadow, depth, illusion, foreground, middle ground, background, scribble, sketch, proportion, composition.

CURRICULUM LINKS

Literacy – keywords displayed on the wall. Make notes from PP, YouTube clips. Write personal comments on the outcome of experiments. Research various artists/links to own work. Evaluations.

Numeracy – **MAPPING ON GRAPH PAPER, MEASURING, USING A RULER AND COMPASS, ESTIMATING, SYMMETRY, CIRCLE, DATES AND PERIODS OF TIME IN ART HISTORY.**

SEN/EAL

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- Digital research sheets
- Revisit, review, retrieve
- New skills in small steps
- Group work

HEBBURN COMPREHENSIVE SCHOOL
Art & Design Department
Scheme of Learning Year 7

Autumn term one | **Part term 2**

September – December To February

Expectations, behaviour and health & safety. Introduction: approaches to drawing.

Date	Starter	Main	Plenary	Lesson outcome	Lesson objective	Homework	Differentiation
Lesson 1	Observations and discussion of art rooms	Identifying dangerous and bad behaviour in the class	Class discussion on what is good behaviour	Pupils understand how to behave and are aware of our expectations	To know how to behave in the art rooms, be aware of the health and safety policies and identify good and bad behaviour	Create a health and safety poster	Examples of past pupil work and template with literacy resources
Lesson 2	True or false good/bad behaviour	Card game	Question and answer. Group crit	Pupils work in groups and understand they are responsible for their own actions and thoughts	To learn that they need to take responsibility for their own actions and respect others in class and in the school	None Give out homework booklet with 1- suggested homework's 2- compulsory homework Kahoot and Forms instructions.	Less able will be encouraged to do question and answer, questions will be read out. More able encouraged to explain their answers and back up with examples.
Lesson 3-4	Line drawing of an animal	Intro to drawing PP Line drawing	Tell me what a line drawing is, show me how to draw a house in line	Make a line drawing of a set of objects from observation	To understand the Formal Elements focussing on <u>LINE</u> Be able to identify how artists use line in their drawings	1- Make a simple line drawing or an object in your house 2- Drawing of chocolate bar.	Less able may have a less accurate shape so more support is needed. Less complicated shells given. More able encouraged to draw a series of observations from different angles.

YR7 SOL *Approaches to drawing*

Lesson 5-6	Make a line drawing of a person without taking your pen off the page	Continuous line drawing from observation of whole class	Group crit on positives and negs of this technique	Continuous line drawing over 2 pages of sketchbook	To understand how to use CONTINUOUS LINE and identifying the qualities and flow of line	1- Make a continuous line drawing of someone sitting in your house	Less able to focus on 1-2 people with basic background. More able to include more figures and fill whole page with background
Lesson 7-8	Copy the tonal picture of the face	Tonal ladder shading	Question and answers on what <u>is</u> a good range of tone?	Accurate tonal ladder showing a range of tone	To understand and identify TONE in art. Increase art vocabulary	1- Make a drawing of a shiny metallic object (knife, fork, spoon, kettle, vessel)	Less able pupils to choose one object more able to choose a larger object with a bigger reflective surface.
Lesson 9-10	Copy cross hatching drawing	Cross hatching ladder	Class discussion explaining tone using hatching and x hatching	Pupils can demonstrate tonal range through hatching/x hatching in a drawing.	To explore the technique of hatching and x hatching in drawing and create a tonal ladder and drawing	None	Less able pupils to do mosaic face More able to create face referring to tonal ladder
Lesson 11	Questionnaire on music	Drawing blindfolded responding to different genres of music	Analysing your drawings and the technique	A series of drawings created from <u>self expression</u> and having fun/taking risks	To explore Kandinsky's art and applying his approach to create expressive drawing to music	1-Choose your own music and create a drawing using the same technique	Less able students will be given a choice of music to respond to. More able will choose their own

YR7 SOL – Approaches to drawing

<p>LESSON 12-13</p> <p>Interim assessment</p>	<p>Make the shape look 3d</p>	<p>Charcoal and chalk drawing of a circle to create a sphere</p>	<p>Class crit looking at techniques using charcoal and chalk</p>	<p>Drawing of a sphere casting a shadow in charcoal and chalk in sketchbook</p>	<p>To learn how to create shape and form using charcoal and chalk</p>	<p>1- Learn the new art vocab list for a test next lesson</p> <p>FORMS Interim assessment</p>	<p>Less able 6 words</p> <p>More able 12 words</p>
<p>LESSON 14-15</p> <p>End of term 1</p>	<p>Spelling test</p>	<p>Drawing different shapes to create 3d forms in 6B pencil</p>	<p>AFL show the work to the class</p>	<p><u>A number of</u> different 3d shapes drawn in 6B pencil casting a shadow in sketchbook</p>	<p>How to create 3D shapes using a 6B pencil and demonstrating a full range of tone</p>	<p>1- Draw an abstract landscape using shape and tone</p>	<p>Less able to use 2 shapes</p> <p>More able to fill page and draw 4-5 shapes</p>
<p>LESSON 16-19</p>	<p>CHIAROSCURO Q's & A's</p>	<p>Explore artist who use drawing and tone. Caravaggio Rembrandt Kathe Kollwitz Elizabeth Frink</p>	<p>Class discussion</p>	<p>Double page of artist research, images, studies and annotations</p>	<p>To build upon art history knowledge Understand light and tone in art Be able to identify the artist's work.</p>	<p>1- Create an artist research page and build on art knowledge and vocab.</p>	<p>A3 template, images provided and printed out. Info in chunks. More able, independent research. Links to YouTube.</p>
<p>LESSON 20-21</p>	<p>Add shadow to the shape and make it look 3D</p>	<p>Explore and experiment with different art materials</p>	<p>Class discussion</p>	<p>Double page in sketchbook showing experimentation with art materials with annotations</p>	<p>Exploring different art materials and looking at the <u>effects you</u> can get</p>	<p>None</p>	<p>Pupil example page and writing frame to help less able More able to support mark making</p>

YR7 SOL – Approaches to drawing

<p>LESSON 22-23</p> <p>Term 2</p>	Decorate the Easter egg/trainer	Exploring line and pattern	AFL show the class the work	Page in sketchbook with hand drawing or henna/tattoo design with pattern	Looking at pattern in drawing and creating a henna or tattoo design	Draw an object or piece of clothing and decorate with pattern	Different template provided for less able More able asked to draw own from observation
LESSON 24	Questionnaire/Forms/Drawing	Assessment	Pupil self-assessment	20 questions evaluating pupil knowledge and skills	Year 7 Final assessment on approaches to drawing	How can we improve this terms project? Pupil response	Questions to answer for less able More able students are asked for their opinions/likes and dislikes

What ALL pupils should know and be able to demonstrate

HOW TO USE TONE, HATCHING AND CROSS HATCHING

HOW TO DRAW FROM LIFE

HOW TO MAKE THINGS LOOK 3D

HOW TO ADD TEXTURE TO A DRAWING

HOW TO USE LINE TO CREATE PATTERN

ARTIST RESEARCH AND ANALYSING DRAWINGS

What MOST pupils should know

HOW TO USE TONE

DRAW FROM LIFE

CREATE FORM

MAKE TEXTURE AND PATTERN

ARTIST RESEARCH

DISCUSS DRAWING

What SOME pupils will be able to do and know

TONAL DRAWING

LINE DRAWING

PATTERN

ARTIST RESEARCH

EXTENSION TASK

Create a festive card which looks at the seasons and festivals taking place at this point in the year. Choose your favourite art material and hand your work to your teacher to mark. Use art club and sign out materials to do your work. Good luck!