



							EOY Assessment Point										
							HT6: Expressionist Portraits										
							HT5: Principles of Portraiture										
							HT4: 3D African Bugs										
							HT3: Realistic Bugs										
							HT2: Production & Development of Gradation Painting skills through the theme of Optical Illusions										
							HT1: Advanced Colour Theory & Gradation										
<p>HT1: Advanced Colour Theory & Gradation</p> <p>Overarching unit intent:</p> <p>Baseline assessment drawing of a bug to assess progression from Yr7 and increase proficiency in the handling of different materials and techniques</p> <p>KNOWLEDGE: Understand 'Values' and 'Tints' and how these are used to make drawing and painting appear 3D.</p> <p>SKILLS: Advanced colour theory and gradation with graphite/coloured</p>		<p>Overarching unit intent:</p> <p>Culmination of skills from HT1</p> <p>Review, revise and develop proficiency in gradation. Control of materials to achieve appearance of 3D form.</p> <p>Production of 3D 'Optical Illusion' gradation painting</p> <p>Link to Op Art Movement, exploring Victor Vaserley, Bridget Riley and contemporary Artists.</p> <p>Exploration visual perception, spatial awareness, tonal values, 3D, concave,</p>		<p>Assessment Programme</p> <ul style="list-style-type: none"> Recording and investigation Visual elements and media Reflection and understanding Social and emotional aspects of learning <ul style="list-style-type: none"> Class work Independent learning Critical analysis and evaluations <p>Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer</p>		<p>HT3: Overarching unit intent:</p> <p>Explore & understand historical and cultural development of African Art forms (This Yr Grp did Native American in Yr7)</p> <p>Culmination of Skills from HT1&2</p> <p>Review, revise gradation & control of materials to achieve appearance of 3D form.</p> <p>Interleaving 'Proportion' skills & work from direct and secondary resources to produce a realistic insect, including light and shade through gradation</p> <p>Explore mark-making skills to create a variety of texture.</p> <p>Contextual analysis of artists historical and contemporary.</p>		<p>Overarching unit intent:</p> <p>Create and design own African Patterned insect using Mixed Media and Collage.</p> <p>Explore African pattern and colour. Critically analyse pattern and understand how artists manipulate pattern to fill shape.</p> <p>Refine & develop initial ideas from HT3 – finalise designs in light of assessments.</p> <p>Explore colouring with paper as an alternative to paint.</p> <p>Interleaving skills- Proportion, pattern & tone and explore this knowledge through new media: Use collage and adapt 2D drawings into 3D final Beetle outcome.</p>		<p>Assessment Point: Summative or AFL</p> <p>HT3 and HT4 (with elements of HT1 and HT2)</p> <ul style="list-style-type: none"> Recording and investigation Visual elements and media Reflection and understanding Social and emotional aspects of learning Class work Independent learning Critical analysis and evaluations <p>Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self-assessments.</p> <p>Summative assessment at end of unit.</p>		<p>Overarching unit intent:</p> <p>Develop proficiency in understanding proportion and drawing portraits from primary observation.</p> <p>Interleaving skills- Proportion, shape, tone, gradation, texture, symmetry, scale, expression & observational drawing</p> <p>Contextual analysis historical and contemporary artists.</p> <p>Developing/gaining confidence with drawing techniques</p> <p>Literacy skills- develop Personal response to theme and stimulus</p> <p>Critical analysis and written evaluations</p>		<p>Overarching unit intent:</p> <p>Contextual analysis historical and contemporary Expressionist artists: Critically analyse and understand development of their art forms- Use of unrealistic colours in Expressionism, Edvard Munch, Discussion and analysis of 'Expression and feeling'. How Art is used to evoke emotion & feeling of artists and viewers.</p> <p>Interleaving skills- Advanced colour theory from HT3-5. All skills are interleaved & provide an increased level of challenge & skill.</p> <p>Production of final Expressionist Portrait in oil pastels.</p> <p>Be introduced to rules of composition & 'Perspective' in Art. Use explored outcomes and skills acquired to produce a background</p>		<p>HT1 – HT6 Key Concepts</p> <ul style="list-style-type: none"> Social and emotional aspects of learning <p>Key stage 3 National Curriculum Aims</p> <ul style="list-style-type: none"> Produce Creative work, exploring ideas & record their experiences in a Sketchbook or other means. Become proficient in drawing, painting, sculpture & other techniques Evaluate and critically analyse creative works using Art, craft & design language Know about great artists craftspeople and designers & understand the historical and cultural development of their art forms Include periods & styles of movements ancient times to present day. Interleaving skills to reinforce skills and understanding Independent Learning 	



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<p>pencils and progressing to paint</p> <p>OUTCOME:</p> <p>Production of a colour wheel on a paper plate</p>	<p>convex, monochromatic and creation of movement (Rhythm and pulse) in painting. interleaving of painting skills.</p> <p>Independent analysis of Op Artist and their own outcomes.</p> <p>Literacy link - Key words and written evaluations.</p>	<p>assessments and self-assessments. Summative assessment at end of unit.</p>	<p>Critical analysis and written evaluations</p>	<p>Cross- Curricular approach across 3 subjects in Faculty to challenge, motivate, inspire and stretch imagination.</p> <p>Contextual analysis of artists historical & contemporary.</p> <p>Critical analysis and written evaluations</p>			<p>around Expressionist portrait.</p> <p>Interleaving skills: Proportion, colour, tone, expression, scale and observational drawing.</p>	
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