



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



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<p>pencils and progressing to paint</p> <p>OUTCOME: Production of a colour wheel on a paper plate</p>	<p>graduation. Explore mark-making skills to create a variety of texture.</p> <p>Contextual analysis of artists historical and contemporary.</p> <p>Critical analysis and written evaluations</p>	<p>assessments, peer assessments and self-assessments. Summative assessment at end of unit.</p>	<p>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>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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