

# Scheme of Learning: Green and Spiky

## Topic Sequence:

**Year 7 AUTUMN 1+2  
Green and Spiky**

**Year 7 SPRING 1+2  
Van Gogh**

**Year 7 Summer 1+2  
Masks of the World**

## Topic Overview:

This is the first project in Year 7 where students learn and experience the four core areas of the National Curriculum (\*Competence, Critical, Creativity and Cultural). The elements of Art and Design are introduced in Year 7 including colour, form and texture which are developed throughout this skills-based project whilst researching and making artwork in the style of established artist Patrick Coffaro. Students will gain a greater understanding of his life and work and make mixed media work that responds to his practise including pencil, coloured pencil and collage techniques. British Values and SMSC themes are referenced through class discussions and responding to their artists. A career in the creative industries is also advertised and inspired by artist Patrick Coffaro who has been working as an artist for over 30 years.

## Lesson Sequence:

The project tests Year 7 in the fundamentals of drawing and spatial awareness through a benchmark test to establish entry levels into Year 7 in Art, Craft and Design.

Students are introduced to the four areas of the National Curriculum, so they know what to work towards in class and home learning.

The basics of line drawing, tonal shading, cross hatching, proportion, size, scale and texture are explored through fine art materials and processes. Creative industries are explored in Toynbee 'Careers Week' and cultural awareness is investigated through artist research.

Students are to be tested on their knowledge throughout using a 'Knowledge Check' to establish understanding as the project progresses so any knowledge gaps can be addressed before the project is completed.

Students are encouraged to express themselves and be creative through the use of different art materials and processes throughout the project. In image analysis lessons and in all annotation Art students are expected to use artistic vocabulary to develop their reading, writing and subject specific analytical skills and knowledge. Key word lists and repetition of key word use in context are used to support with this.

To complete the project students, complete a 'Skills Check' evaluation where they are encouraged to showcase their skills learnt but are also encouraged to be reflective and meaningful in their answers.

## Sequence of Lessons:

<b>1</b>	AFL-Benchmark Test-Cactus in pot
<b>2</b>	AFL-The 4C's in Art and Design
<b>3</b>	Draw Pot
<b>4</b>	Shade pot
<b>5</b>	Draw plant
<b>6</b>	Career's Week Date TBC
<b>7</b>	Shade plant-Trace outline
<b>8</b>	<b>HALF TERM</b>
<b>9</b>	Complete outline and start colour blending
<b>10</b>	Complete colour blending AFL-'Knowledge Check'
<b>11</b>	Image analysis-Patrick Coffaro
<b>12</b>	Paper landscape A5 labelled-Start large collage
<b>13</b>	Complete collage /Add photocopies cacti to landscape
<b>14</b>	AFL-Evaluation of project-'Skills check'

## Home Learning Tasks:

- Careers in Art poster-Developing an understanding of creative industries and the pay, skills, knowledge and responsibilities involved.
- Artist Research poster, Patrick Coffaro - Wider reading and research to gain a greater knowledge and understanding of context and skills involved.

## Topic Resources:

<b>Knowledge Map:</b>	Colour, form and texture (Formal elements of Art)	<b>Prescribed Sources:</b>	N/A
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## Assessment:

<b>Knowledge:</b>	Knowledge check
<b>Application of Knowledge:</b>	Witnessed in practical and written tasks Through evidence of completion of the 4Cs*

## Supportive Reading:

<b>Articles on artists</b>	<a href="http://www.patrickcoffaro.com">www.patrickcoffaro.com</a> Recommended for research homework
<b>Library</b>	Observational drawing, still life, landscape and colour theory books available in the Toynbee library. Free printing facilities also for Art HW tasks.

**Free Art Workshops 3-4pm after school in the Autumn Term advertised in Art lessons and newsletter to support the KS3 Art Curriculum**