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|  | **Pathway 2-3** | **Year ‘7’ Art & Design** | **ARTS- ‘Carousel’ SoW’**  **3 Term Rotation with Dance, Art & Drama combined** | |
| **Learning Intention: Title 7.1 ‘Getting to Know each other’**  The purpose of this project is to develop pupil’s knowledge of and ability to creatively express themselves with a range of 2D and 3D materials and equipment. Initially inspired by the expressive work of Jackson Pollock, pupils improve their knowledge of how to read physical appearance and creative expression or moods. They are encouraged to develop their knowledge of expressive artist’s to inspire their own creative work based on their Friends and family, likes and dislikes and emotions. They are introduced to the expressive art of Charmaine Chanakira, basic art materials and tool application skills and are encouraged to use the new Lettering Design software and keyword terminology both when making and explaining their work to improve their Literacy and Computer technology Skills. In the second half of the project pupils are introduced to printmaking, mask making and collage to further help them explore their creativity. | | | | |
| **Key knowledge that should be learned during this SoW** | | All | Most | Some |
| **Concept:** | | Starting to:   * Start to communicate with the immediate people around them. Start to recall names and describe their family and friends. * Read a basic face and understand you can have different expressions * Attempt to create drawing, painting and 3D models creatively in response to the theme. * Be exposed to basic art vocabulary, tools and ideas and start to implement use of tools with some accuracy | Improving the ability to:   * Communicate with the immediate people around them. Recall some names and describe family and friends * Recognise a range of faces and or expressions in different context * Create drawing, painting and 3D models creatively in response to the theme. * Be exposed to basic art vocabulary, tools and ideas and implement use of tools and vocabulary with more regular accuracy | Exploring the ability to:   * Confidently communicate with classmates. Recall their names and describe a variety of aspects of family and friends i.e. features, personality, size etc… * Recognise a range of faces and or expressions in different contexts * Produce 2D and 3D art with a clear creative response to the theme, own ideas and observations. * Be exposed to new art vocabulary, tools and ideas and implement use of tools and vocabulary with improved accuracy |
| **Knowledge:** | | Develop understanding of aspects the following Knowledge:   * Gain knowledge that ICT can be used in Art and Design * Understand to make a new colour when you mix 2 colours together * Develop knowledge of letter shapes and what they look like * Improve knowledge of what people look like * Observe Artists’ work and how they use expressive painting or form loose sculpture shapes | Develop a competent understanding of a range of the following Knowledge:   * Gain knowledge that ICT can be used to look for images for Art and Design * Understand that to make a new colour when you mix 2 colours together and become familiar with the term Primary Colours * Develop knowledge of letter shapes and select letters to spell a name or a word * Improve knowledge of what people look like and the ability to describe expression * Develop knowledge of Artists names or style and how to form recognisable sculpture shapes | Develop a confident understanding of a range of the following Knowledge:   * Confidently show knowledge of the use of ICT to research images for Art and Design purposes * Understand how to make Secondary colours and the term Primary or Secondary Colours * Develop knowledge of letter shapes consistently selecting letters to spell accurately * Improve knowledge of what people look like and the ability to describe expression using a range of keywords and sentences * Develop knowledge of Artists names and style and how they use expressive painting and 3D materials with intent |
| **Key Skills:** | | Develop ability to interact with or use a range of the following skills with support:   * Gain skills mixing 2 colours together using a finger or paint brush * Improve ability to trace letter shapes and basic pencil control skills * Improve ability to create some recognisable shapes or features in drawing faces or figures in 2D and 3D materials * Develop creativity, expressive painting and drawing skills starting to select own materials * Attempt to Design a mask/prop starting to work with others in group, starting to share materials | Develop a competent ability to use a range of the following skills with some support:   * Mix colours with some guidance using a finger or paint brush correctly * Develop basic pencil control skills holding pencil correctly, drawing letters accurately * Develop accuracy in shaping/drawing faces or figures in 2D and 3D materials * Develop creativity, expressive painting and drawing skills starting to consistently select own materials * Design a mask/prop starting working with others in a group, sharing some materials and showing awareness of others | Develop a confident ability to use a range of the following skills independently:   * Explore mixing colours together with intent using a paint brush, water pot and mixing tray correctly * Explore letter shapes and basic pencil control skills trying new ideas and adding own designs/ideas * Clear ability to create some recognisable shapes or features in drawing faces or figures in 2D and 3D materials adapt and interpret shapes, ideas and colours * Develop creativity, expressive painting and drawing skills selecting and combining materials independently with intent * Design a mask/prop starting working confidently with others in a group, sharing materials and showing some awareness of others |
| **Language and/or communication skills:** | | **LA- To start to use subject related language with some accuracy:**  Art and Design: Colour, yellow, red, Blue, Shape, Drawing, outline, Mask  **Wider vocabulary opportunities:**  Materials/Tools: Colour Pencil, Felt Pen, Paint  Emotions: Mood, Happy, Sad  PSHCE/Theme: Likes/Dislikes | **MA- To use subject related language with increased regularity and accuracy:**  Art and Design: Primary Colours, Orange, Green, Purple, Letter shape, Doodle, Lettering, Splatter  **Wider vocabulary opportunities:**  Materials/Tools: Oil Pastel, WaterColour, Mix  Emotions: Angry Excited and some more subtle emotions such as worried, concerned  PSHCE/Theme:Family, Friends, Me, Likes/Dislikes | **HA- To explore subject related language with confidence and fluency:**  Art and Design: Secondary Colours, Portrait, Print, Design, Craft, Hobbies, Artist  **Wider vocabulary opportunities:**  Materials/Tools: Mixing Tray, water pot  Artists: Jackson Pollock, Charmaine Chanakira, Kizito  Emotions: Extended description describing others and their own subtle emotions  PSHCE/Theme:Name’s family and friends Likes/Dislikes related to other’s experiences and their own. |
| **Curricular Links** | | Links to SMSC/PSHE-Community, personnel and social development getting to know each other  English ‘MySelf’. Numeracy developed in scaling up images and Literacy- Keyword exercises, word games, word frames, vocabulary art discourse. IT- Predominantly Artist research/Home learning and powerpoint  Art and Design year8 Art and Design colour theory and other artists ‘Buildings, Shapes and Architecture’  Spiral Learning Linking:  Year 7 Art and Drama ‘Tell me a story’ were pupils learn about other characters and learn to describe what they are like  Year 11 Art and Design Charmaine Chanakira’s style links to expressive portrait work of Chris Offili  Year 9 Art and Drama SoW ‘Exploring roles-Victims Villains and Heroes’ Developing knowledge of characters, their roles and plots and presentation skills. | | |

Talking points

Talking Points-Artists, People, characters, famous people, models, family, friends, Charmaine Chanakira

Wider talking points to develop cultural capital and depth of language and linking of ideas:

Discussing Famous people and their families, famous sculptors who have done figures i.e. Zimbabwean figure sculpture Degas, Barbara Hepworth, Picasso,Vangogh. Cartoons and their characters

Implementation

**History of Art:** Pupils are introduced to a range of artists /art styles for research and inspiration.

* Expressive painting-Jackson Pollock
* Doodle Art-, faces, craft
* Figure sculpture and drawing -inspired by Charmaine Chanakira

**Learning Through Experimentation:** Expressionist Art and Doodle drawing, styles allow for wide experimentation (freedom to fail).

* Every pupil's drawings/paintings or Collage should not look the same.

The first part of the unit focuses on self expression, leading into understanding emotions and sharing of ideas so pupils get to know themselves and each other better

* The second part of the unit encourages pupils to explore a range of 2D and 3D materials, learn to read emotions and get to know and read others better
* Support sheets are provided by the Teacher and work is scaffolded to support learners
* Extension activities provided by the Teacher

Assessment:

Skills based Assessment

* Assessment-Create a drawing and sculpture in response to a Theme-Family and Friends

Impact

Core Outcomes

* Develop understanding that ICT can be used in Art and Design -Pairs Research
* Gain knowledge and skills on mixing 2 Primary Colours to make Secondary Colours-Colour wheel
* Experiment with an Expressive Artists Paintings style- Jackson Pollock
* Develop knowledge of basic letter shapes and loose drawing skills-Bubble Name Design
* Assessment-Create a drawing and sculpture in response to a Theme-Family and Friends inspired by the work of Charmaine Chanakira
* Learn to respond to a seasonal Theme using craft skills printing Masks or Props

Wider Impact

* In this expressive project pupils explore themselves and how they know and understand their friends and family.
* Learn to experiment with mixing paint and use new materials/media and develop their own design ideas
* Career Links-The SoW will help them start to develop the interaction skills and group working skills needed later in employment.
* Life skills-As well develop greater control in fine-motor skills, improve emotional self awareness and the ability to interpret and explore feelings.