

## Programme of Study ART

Year Group	7 PORTRAITURE	8 CHARACTER ILLUSTRATION - ANTHROPOMORPHISM	9 TALK WITH TYPE
<b>INTENT</b>	To begin the journey of 'skilling up' our students by teaching them the basics of observational drawing from primary and secondary sources using tone and colour. Students are then given the opportunity to apply their new skills to a portrait after learning about the proportions of the face. Students develop knowledge of other cultures and portraits through history by being introduced to various artists and learn about how to create expressive pieces of art work that combine K&U of the colour theory, observational studies of themselves and proportions of the face.	The journey continues; students will learn how to use their imagination to create original character illustrations. They will further develop their subject knowledge relating to The Colour Theory. Students will deepen their knowledge of the colour theory and will build on their prior knowledge of primary, secondary, tertiary and harmonious colours in addition to being introduced to complementary colours. Students will be introduced to the work of several illustrators, character design and storytelling with a focus on work related learning and imaginative drawing. This project also encompasses Read to Succeed strategies.	The final stage of the KS3 journey combines prior knowledge of The Colour Theory into a hands on making project that develops into painting using acrylic paints. Students will learn a new skill of making relief letters from recycled cardboard which also promotes the use of environmentally friendly materials. Students will learn about Street art, the history of fairground lettering and other styles of typography. They will develop making skills by design and creating relief letters to from words that promote positivity, kindness and diversity in our community. These will then be turned into poster designs to be displayed around school. This project also looks at African architecture and pattern.
<b>Implementation: Knowledge and Concepts</b>	<ol style="list-style-type: none"> <li>1. Observational drawing 1 – baseline assessment drawing of the eye from a secondary source.</li> <li>2. Introduction to The Colour Theory</li> <li>3. Colour blending techniques – colour blending ladders</li> <li>4. Observational drawing of the eye from primary source</li> <li>5. Measuring with a ruler for accuracy</li> <li>6. Continuous line portrait (1)</li> <li>7. Proportions of the face – measuring for accuracy developed</li> <li>8. Expressive self-portrait (2) using K &amp; U of The colour Theory – (re-visited).</li> </ol>	<ol style="list-style-type: none"> <li>1. Character design and illustration – introduction to illustrators.</li> <li>2. Drawing from imagination.</li> <li>3. Facials expressions and depicting a mood.</li> <li>4. Proportions of the figure</li> <li>5. Stance and scenario depiction – story telling</li> <li>6. Identity and aspirations.</li> <li>7. Graphic illustrations – using Wacom tablets</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing for design</li> <li>2. The Design Process</li> <li>3. Relief cardboard letters construction</li> <li>4. Acrylic paint application</li> <li>5. The colour theory</li> <li>6. Embellishment</li> <li>7. African architecture and patterns</li> </ol>
<b>Implementation: Content</b>	<ol style="list-style-type: none"> <li>1. Observational drawing from a secondary source in shade and tone (black and white eye). Using guidelines and measuring with a ruler for accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to artist/illustrators (Rob Biddulph, Jim Medway</li> <li>2. Artists research – collecting of images.</li> <li>3. Mind map – students create an illustrative mind map based on</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Stage 1 of the design process</b></li> <li>2. Artists research – Ben Eine – street artist</li> <li>3. Letter design</li> <li>4. Applying colour using pencils – harmonious and complementary</li> </ol>

	<ol style="list-style-type: none"> <li>2. The colour theory – focus 'harmonious colours'. Students learn how to blend and layer harmonious colours skilfully using the blending ladder technique – skill building exercise.</li> <li>3. Introduction to portrait artists across time and place – artist timeline.</li> <li>4. Observational drawing of own eye in colour from a primary source– using previously learned colour blending techniques</li> <li>5. Continuous line portraits – focus on observing the face.</li> <li>6. Proportions of the face.</li> <li>7. Self-portrait using the correct proportions combined with the Colour Theory re-visited to create expressive self-portraits that use colour to reflect mood.</li> <li>8. Group work – students will produce a large scale portrait in the style of influencing artists Biza Butler.</li> </ol>	<p>themselves and including their own distinctive features.</p> <ol style="list-style-type: none"> <li>4. Anthropomorphism – students create imaginative illustration in the style of Jim Medway (close up - drawing 1).</li> <li>5. Students experiment with mark making techniques using a fine line pen and apply to their work.</li> <li>6. The Colour Theory – introduction of complementary colours – students apply colour to their close up/foreground character design. This builds upon prior knowledge from Year 7.</li> <li>7. Drawing 2 – stance 1 – students learn about the proportions of the figure to create an anthropomorphic illustration of themselves. This builds upon prior knowledge from year 7 (proportions of the face)</li> <li>8. Drawing 3 – stance 2 – students develop their character design by changing the stance, facial expression and clothing. Students also apply colour, shadows, highlights and tonal variation using the colour theory to inform their choices.</li> <li>9. Scenario and composition (foreground, middle ground, background).</li> <li>10. The Colour Theory – introduction of complementary colours.</li> </ol>	<ol style="list-style-type: none"> <li>5. Adding finer detail to design using fine liner pen</li> </ol> <p><b>Stage 2 of the design process</b></p> <ol style="list-style-type: none"> <li>6. Templates (enlarging design on to paper)</li> <li>7. Transferring design on to cardboard.</li> <li>8. Applying relief shapes from cardboard, string and stencils.</li> </ol> <p><b>Stage 3 of the design process</b></p> <ol style="list-style-type: none"> <li>9. Application of acrylic paint to cardboard letter using harmonious and complementary colours.</li> <li>10. Embellishment of mask using eco-friendly glitter.</li> </ol>
<b>Implementation: Key skills</b>	<p>Observational drawing Shading techniques Colour blending Measuring and designing Self-expression</p>	<p>Imaginative drawing Mark making techniques Composition Colour blending and application Story telling/image making Digital drawing using Wacom tablets</p>	<p>Drawing for design Developing ideas Transferring images Enlarging design Making with cardboard – relief letters Mixing and applying acrylic paint – the colour theory Embellishment – decoration using string, split peas, cardboard</p>

<b>Implementation: Key terms</b>	Observational drawing Primary source Secondary source The Colour Theory Harmonious colours Primary, secondary, tertiary colours Tonal variation Proportions Portrait Self-portrait Cross-hatching Layering Blending Pattern Expression Realistic Representational Distinctive features	Imaginative drawing Illustration The Colour Theory Complementary colours Harmonious colours Tertiary colours Figure drawing Stance Scenario/scene setting Composition Foreground Middle ground Background Facial expression Anthropomorphism Story telling Distinctive features	Design Make Develop The Colour Theory Complementary colours Harmonious colours Relief Layering Application Decorate Embellish Templates Blend Tonal variation Gradient Typography Fonts Architecture
<b>Implementation: Cross curricular links and CEIAG</b>	Maths: measuring  Science – anatomic terms for eye  Geography – Africa and its location on the map  CEAIG: makeup artist, plastic surgeon, police portrait artist, cartoon illustrator, TV make up, Theatre make up.  Read to Succeed – keywords/home learning activities	CEAIG – illustration, animation.  Message from Rob Biddulph to Year 8 WHS students.  Read to Succeed – keywords, storytelling, book/comic design and home learning activities	CEAIG: links to Bolton University courses – Special effects for film and TV, Theatre set design, Theatre prop design, Theatre make up, Theatre costume design  Artists workshop – Ben Eine to visit school  Read to succeed – keywords, concepts and home learning activities
<b>Impact: Assessments (Summative and formative)</b>	Formative assessment using mark sheets for each key piece of work. Each key piece of work will be marked and graded using the success criteria sheets that can be found in sketchbooks. Students and teachers refer to these when assessing work.	Formative assessment using mark sheets for each key piece of work. Each key piece of work will be marked and graded using the success criteria sheets. These grades will be inputted into Sims and an average grade will be generated for each data entry.	Formative assessment using mark sheets for each key piece of work. Each key piece of work will be marked and graded using the success criteria sheets. These grades will be inputted into Sims and an average grade will be generated for each data entry.

	<p>These grades will be inputted into Sims and an average grade will be generated for each data entry.</p> <p>Staff will assess whether a student is working on/above or below expectations.</p> <p>Peers and self-assessment using S/C sheets, green and purple pens.</p> <p>Teacher assessment (verbal and written) using S/C will be given every single lesson so students always know how to make progress.</p> <p><b>Term 1:</b></p> <p>Baseline assessment (assessment 1) –tonal observational drawing of eye from a secondary source.</p> <p>Assessment details:</p> <p>A03 – recording Students will be awarded marks for their ability to draw the shape of the eye accurately using guidelines and measurements.</p> <p>The following marking boundaries will be used:</p> <p>I: Minimal I+:Some ability G: Moderate ability G+: Consistent ability E: Highly developed ability E+: Exceptional ability</p>	<p>Staff will assess whether a student is working on/above or below expectations.</p> <p>Peers and self-assessment using S/C</p> <p>Teacher assessment (verbal and written) using S/C will be given every single lesson so students always know how to make progress.</p> <p><b>Term 1</b></p> <p>Baseline assessment – tonal drawing of an animal eye close up to measure progress from year 7</p> <p>Assessment details:</p> <p>A03 – recording Students will be awarded marks for their ability to draw the shape of the eye accurately using guidelines and measurements.</p> <p>The following marking boundaries will be used:</p> <p>I: Minimal I+:Some ability G: Moderate ability G+: Consistent ability E: Highly developed ability E+: Exceptional ability</p>	<p>Staff will assess whether a student is working on/above or below expectations.</p> <p>Peers and self-assessment using S/C</p> <p>Teacher assessment (verbal and written) using S/C will be given every single lesson so students always know how to make progress.</p> <p><b>Term 1</b></p> <p>Assessment 1: Observational drawing of the word LOVE using the basic CIRCUS font.</p> <p>Assessment details</p> <p>A03 - recording This includes ability to draw with accuracy using rulers etc. in addition, to re-visiting their K and U of the colour theory from year 7 and year 8.</p> <p>The following marking boundaries will be used:</p> <p>I: Minimal I+:Some ability G: Moderate ability G+: Consistent ability E: Highly developed ability E+: Exceptional ability</p>
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	<p>Students will be awarded marks for their observational skills and given a mark according to their skill level.</p> <p>A02 – refining Students will be awarded marks for their ability to apply shading to their drawing.</p> <p>This should include the ability to select appropriate equipment such as HB pencils, 2b pencil, erasers, smudging tools etc in order to create tonal variation will skill.</p> <p>They will be marked on their ability to refine their work in order to create a more accurate and skilful drawing.</p> <p>The following marking boundaries will be used:</p> <p>I: Minimal I+:Some ability G: Moderate ability G+: Consistent ability E: Highly developed ability E+: Exceptional ability</p> <p><b>Term 2</b></p> <p>Assessment 2 - Observational drawing of their own eye from primary source (using a mirror) in colour – colour blending</p> <p>AO2/3 Students will be marked on their ability to observe and draw with accuracy their own eye using a mirror as reference.</p>	<p>Students will be awarded marks for their observational skills and given a mark according to their skill level using the success criteria sheets.</p> <p>A02 – refining Students will be awarded marks for their ability to apply shading to their drawing.</p> <p>This should include the ability to select appropriate equipment such as HB pencils, 2b pencil, erasers, smudging tools etc in order to create tonal variation will skill.</p> <p>They will be marked on their ability to refine their work in order to create a more accurate and skilful drawing.</p> <p>The following marking boundaries will be used:</p> <p>I: Minimal I+:Some ability G: Moderate ability G+: Consistent ability E: Highly developed ability E+: Exceptional ability</p> <p><b>Term 2</b></p> <p>Assessment 2: artist research (AO2) – home learning tasks</p> <p>Students will be awarded marks on their critical understanding of Character Illustration/anthropomorphism, through written information present in artist’s research – submitted on Teams.</p>	<p>Students will be awarded marks on accuracy, colour blending and K and U of the colour theory – with a focus on harmonious colours.</p> <p>Assessment 2 – detailed drawing of the word KIND using the complex CIRCUS font inspired by the work of Ben Eine.</p> <p>Students will be awarded marks on accuracy, colour blending and K and U of the colour theory. With a focus on blending tertiary colours.</p> <p>The following marking boundaries will be used:</p> <p>I: Minimal I+:Some ability G: Moderate ability G+: Consistent ability E: Highly developed ability E+: Exceptional ability</p> <p><b>Term 2</b></p> <p>Assessment 2: artist research (AO2) – home learning tasks</p> <p>Students will be marked on their critical understanding of Typography throughout time up to the modern day and Ben Eine.</p> <p>The following marking boundaries will be used:</p>
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	<p>Assessment 6 – Theory.</p> <p>Students will be marked on their K and U of the key concepts taught via a Teams quiz.</p>	<p>Assessment 6 – Theory.</p> <p>Students will be marked on their K and U of the key concepts taught via a Teams quiz.</p>	
<b>Cultural Capital Opportunity/ Experiential learning</b>	<p>Gallery visits</p> <p>College visits</p> <p>Artists workshops</p>	<p>Gallery visits</p> <p>College visits</p> <p>Artists workshops</p> <p>Library visits</p>	<p>Gallery visits</p> <p>College visits</p> <p>Artists workshops</p> <p>Fairground visits</p> <p>Manchester street art tour</p>
<b>Inclusion and Diversity Link/ Opportunity</b>	<p>Cultural awareness –students will compare themselves to students from other cultures and compare self-portraits to identify differences in values and attitudes in society.</p> <p>Students will learn how they contribute to society and their own place within it.</p>	<p>Personalise learning tasks linked to own interests</p> <p>Introduction to a diverse range of artists and designers as inspiration</p>	<p>Introduction to a diverse range of artists and designers as inspiration. Contemporary British artists compared to contemporary African artists. The project focuses on being kind and to others and spreading positivity</p>
<b>In a dream world we would like:</b>	<p>We would like more time to produce large scale portraits in the style of Biza Butler. This would involved working as a team, using collage materials, paints and inks.</p>	<p>All students to have access to a digital drawing pad to create digital illustrations and animation.</p>	<p>Students would work with artists to create murals on the outside of the art department.</p>