



**Scheme of Work
YEAR 7**

SUBJECT Art

	Drawing	Mark Making	Colour Theory	Mask Making Project	Landscape Project
Key concepts	Accurate drawing and applying tone and detail in drawings.	Being creative about applying a greater range of mark making when drawing.	Understanding the basic colour groups and how to mix colours. Develop skills using paint.	Develop 3D skills through creating a papier mache mask with links to Oceanic art.	Explore the techniques of artists on the theme of Landscape. Investigate different media.
Themes	Different types of pencil and drawing media. Controlled use of tone Accurate sketching Different approaches to drawing.	Different types of mark making. Being creative when using mark making How mark making is used by artists.	Basic Colour Theory and colour groups. Colour wheels and mixing paint. Imaginative colour wheels. Applying colour theory in own creations.	Art and culture of Oceanic traditions. Exploring the patterns and designs of Oceanic art. Basic Papier Mache skills.	David Hockney Signac and Pointillism Claude Monet. Creating your own landscape image.
Challenge	Encouragement to attempt more challenging subject matter. Think about using a wider range of pencils.	Higher level tasks – more challenging ideas. More difficult resources.	Targeted questioning about colour theory. More challenging designs for colour wheels.	Encouragement to attempt more challenging subject matter. Explore more complex design features.	Encouragement to attempt more challenging subject matter. Higher expectation to show more mastery of different media.
Support	Simpler subject matter. Exemplar examples.	Simpler tasks More accessible source material.	Targeted questions and more accessible resources for the colour wheel task.	Simpler subject matter. Exemplar examples.	Simpler subject matter. Exemplar examples.
Literacy focus	Key words – Tone, Form, Shade, Gradation, Texture, Detail, etc	Key words related to mark making techniques. Key words for describing artwork particularly looking at Van Gogh.	Key words for colour theory and colour groups.	Key words relating to the art and culture of Oceanic nations. Descriptive writing about the art examples.	Key words relating to the work of different artists Descriptive writing about the art examples and annotation of student work.



Numeracy Focus	Numerical Order of pencils Drawing a shading grid to size specification.	Using grids as a means to transfer images.	Construction of hexagrams and circle patterns.	Scale and construction.	Using grids as a means to transfer images.
Cross-curricular links	Appropriate use of different pencil choices for different lesson tasks (particularly DT)	English – when writing about artwork (descriptive writing).	Maths (through construction of more complex colour wheels).	English – when writing about artwork (descriptive writing).	English – when writing about artwork (descriptive writing). History – discussion of art in relation to world events.
SMSC & MBV	Respect and tolerance of others during class discussion.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Spiritual appreciation (and links) for certain colours and patterns.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Spiritual appreciation (and links) for certain colours and patterns. Cultural investigations looking at the art of other cultures.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work.
ASSESSMENTS	Observational drawing task.	Van Gogh sketch - Opportunity for peer assessment.	Basic colour theory test. Final Colour Wheel	Final Mask construction	Landscape picture - Opportunity for peer assessment.
Out of school learning	Drawing task as part of IST.	Drawing task as part of IST. Artist study task as part of IST.			



Topic: Drawing

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Introduction to Drawing – How creative are you? Demonstrate some basic drawing skills Explore our imaginative skills Practise our drawing skills</p>	<p>Basic ability to draw shapes and forms Accuracy in drawing shape/form and detail. Ability to show imagination (not necessarily through drawing). Task: Draw a cube – test student’s ability to visualise a 3D shape. Review student attempts and discuss different techniques of drawing the shape. Imaginative task – students to list as many different objects as they can that they could create from the cube. Draw an imaginative picture using one or some of the objects on the list.</p>	<p>For this task, by outcome – opportunity to see what students are capable of unaided.</p>	<p>Paper, Pencils</p>
2	<p>How we see – Observational skills Think about how we approach observational drawing. Practise observational skills, specifically looking at accuracy. Think about how we add detail and tone to drawings</p>	<p>Improvement in drawing skills (particularly in task 2) Willingness to try new ideas and explore different techniques. Attempts to improve drawing, showing accurate form, shading and texture. Task: Students to choose an object from collection available in room and produce a series of drawings (memory, observation, wrong hand, continual line, etc. Feedback after each task and discussion on drawing tips and techniques.</p>	<p>Generally, for this task, by outcome, but opportunity to give simpler/more complicated objects to specific groups of pupils.</p>	<p>Paper, Pencils, objects.</p>
3	<p>Pencils and Tone Be able to shade carefully using pencil. Use a range of tone in our drawing. Understand that there are a range of pencils with specific uses.</p>	<p>Controlled use of media – neat and careful shading. A clear range of tonal values (light to dark). Be able to select the correct media for a task. Task: Discussion on different types of pencil (H, HB and B) and their uses. Tonal values grid showing a range of different shading.</p>	<p>Challenge Targeted questioning. Support Prepared tonal grids and a resource sheets with a range of difficulty for tasks.</p>	<p>Paper, pencils, grids, exemplar examples.</p>



4-5	<p>Pencils and Tone – Continued. Be able to shade carefully using pencil. Use a range of tone in our drawing. Understand that there are a range of pencils with specific uses.</p>	<p>Controlled use of media – neat and careful shading. A clear range of tonal values (light to dark). Be able to select the correct media for a task. Task: Using Tone and shading resource sheet, students to produce a series of sketches demonstrating tonal values and observational drawing. Interlocking ribbons tonal values task.</p>	<p>Challenge Targeted questioning. Support Prepared tonal grids and a resource sheets with a range of difficulty for tasks.</p>	<p>Paper, pencils, grids, exemplar examples.</p>
6	<p>Observational Drawing Assessment Practise Observational Drawing Show accuracy in our drawings Look at how you show tone and texture in drawings</p>	<p>Accurate shape and Form Good use of shading and attempt to make image look 3D. Attention to detail Task: Students to combine skills covered so far to create a sustained focus observational drawing.</p>	<p>For this task, by outcome – opportunity is to see what students are capable of unaided.</p>	<p>Paper, Pencils, objects.</p>

Queen Elizabeth
High School



Topic: Mark Making



Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Basic Mark Making Intro Explore how to create a range of mark making Introduction of some key mark making techniques. Practise mark making skills.</p>	<p>Knowledge of some key mark making terms. Ability to reproduce some basic mark making techniques. Start making links between different surface qualities and mark making techniques. Task: Discussion of different mark making techniques (variety of hatchings, stippling, etc) Production of a range of mark making examples.</p>	<p>Resource images range in difficulty.</p>	<p>Paper, Pencils, examples.</p>
2	<p>Imaginative Mark Making Explore how to create a range of mark making Think imaginatively about how we can use mark making in drawings. Make links between texture/detail and mark making.</p>	<p>Neat and carefully produced work. Students making links between descriptive words and mark making. More imaginatively produced artwork. Task: Recap of different mark making techniques (variety of hatchings, stippling, etc) Production of a range of mark making examples to illustrate word meanings (wavy, ridges, dotty, etc)</p>	<p>Challenge Specific targeted words for more able. Support Easier words, but opportunity to try more difficult ideas. Example sheets.</p>	<p>Paper, Pencils, examples.</p>
3	<p>Pattern Pyramids Explore how to create a range of mark making Think imaginatively about how we can use mark making in drawings. Create an imaginative piece using mark making and pattern.</p>	<p>A pyramid box produced decorated with pattern and mark making examples. Neat and accurate work. Some consideration of composition. Task: Using template, each side of the pyramid is divided into 3 sections and covered with contrasting pattern. Students encouraged to look at details and a range of patterns. Drawing can be done in pen over the top to make them stand out.</p>	<p>Resource images range in difficulty. Pre-prepared pyramid template.</p>	<p>Paper, Pencils, examples, templates, pens.</p>
4	<p>Van Gogh Drawing Develop confidence in discussing the work of artists. Think about how artists create mood with their work. Understand how artists use mark making to create detail in their work</p>	<p>Ability to discuss some aspects of a piece of artwork and make connections with the work. Use of key words and terms when discussing art. Ability to recognise formal elements of art. Task:</p>	<p>Challenge Specific questioning to challenge students. Support Opportunity to use grid to help with drawing on some sheets for</p>	<p>Worksheet, pencils, pens.</p>



		Discussion of a Van Gogh drawing and the examples of mark making evident, and the drawing techniques used. Copy of a Van Gogh sketch.	weaker students, key word list on worksheet.	
5 - 6	Van Gogh mark making sketches - Assessment Explore using pen and ink media. Practise mark making skills Discuss the life and work of Van Gogh	Evidence of applying mark making in work. Accuracy in producing a copy of a Van Gogh sketch. Control in using media	Resource images range in difficulty.	Paper, Pencils, Van Gogh images, pen/ink.



Topic: Colour Theory

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Introduction to colour theory Understand the basics of colour theory. Know how to mix colours. Practise painting skills</p>	<p>Knowledge of different colour groups and definitions. Ability to mix colours accurately and produce basic colour wheel. Control of media. Task: Explanation of colour theory basics Demonstration of colour wheel and completion of worksheet.</p>	<p>Challenge Targeted questions. Support Information sheets.</p>	Worksheets, paint, brushes.
2	<p>Colour and Tonal values. Be able to shade carefully using pencil. Use a range of tone in our drawing. Understand that there are a range of pencils with specific uses.</p>	<p>Controlled use of media – neat and careful shading. A clear range of tonal values (light to dark). Be able to select the correct media for a task. Task: Creation of a drawing demonstrating tonal values using colour pencil. Techniques using colour theory and colour groups to create a visually interesting artwork.</p>	<p>Challenge More difficult designs and encouragement to use a wider variety of colour blending. Support Simpler designs and exemplar examples. Prepared outlines.</p>	Paper, pencils, exemplar examples.
3	<p>Colour Theory Continued Further exploration of Colour theory and revise other colour groups including complimentary, tints and shades. Explore hexagram designs as a base for a more complex colour wheel. Further mastery of painting and mixing skills.</p>	<p>Neat and carefully produced work – consideration of accurate colour mixing and blending. Imaginative colour wheel design. Understanding of how to produce hexagram. Task: Using examples for inspiration, students to create a hexagram based colour wheel design in preparation for painting task.</p>	<p>Challenge Encouragement to look at examples with higher levels of complexity. Instructions for independent work. Support Simpler examples Part prepared hexagrams.</p>	Paper, pencils, examples, paint, brushes.
4-6	<p>Imaginative Colour Wheel - Assessment</p>	<p>Neat and carefully produced work – consideration of accurate colour mixing and blending. Imaginative colour wheel design.</p>	<p>Challenge Encouragement to look at examples with higher levels of complexity.</p>	Paper, pencils, examples, paint, brushes.



	<p>Further exploration of Colour theory and revise other colour groups including complimentary, tints and shades.</p> <p>Explore hexagram designs as a base for a more complex colour wheel.</p> <p>Further mastery of painting and mixing skills.</p>	<p>Evidence of exploring colour groups for artistic effect.</p> <p>Task:</p> <p>Using examples for inspiration, students to create a hexagram based colour wheel design that demonstrates primary, secondary, tertiary and complementary colours (and tints and shades if possible).</p>	<p>Instructions for independent work.</p> <p>Encouragement to demonstrate a greater variety of colour groups.</p> <p>Support</p> <p>Simpler examples</p> <p>Part prepared hexagrams.</p>	
7-8	<p>Mark Making and Colour Theory Tree</p> <p>Revise mark making and colour theory skills. Think about composition and balance in a piece.</p>	<p>Accurately drawn grid and tree.</p> <p>Interesting and successful use of mark making and pattern.</p> <p>Neatly blended colouring.</p>	<p>Challenge</p> <p>Encouragement for more accurate or imaginative composition.</p> <p>Support</p> <p>Preprepared grid/circle/tree.</p>	<p>Paper, pens, colouring pencils.</p> <p>Exemplar examples</p>
9	<p>Artists and Colour Theory</p> <p>Looking at how artists use colour theory in their work.</p> <p>Identifying different colour groups in art.</p> <p>Revisit skills of observation drawing and accurate form and detail.</p>	<p>Correctly identified images using different aspects of colour theory.</p> <p>Create a drawing that can be used for exploring colour groups.</p> <p>Neat and accurate drawing form observation.</p>	<p>Challenge</p> <p>More difficult images and opportunity to debate techniques with targeted questions.</p> <p>Higher expectation for drawing task.</p> <p>Support</p> <p>Simpler examples</p> <p>Support sheets.</p>	<p>Paper, Pencils, observational drawing objects (colourful such as sweets or bright food items)</p>
10	<p>Colour Theory through different Media – Colour pencil and paint</p> <p>Exploring different media techniques to produce art.</p> <p>Understanding a range of colour groups.</p> <p>Interesting composition for picture design.</p>	<p>Accurate and visually interesting composition.</p> <p>Mastering of a range of media techniques (colour pencil and paint).</p> <p>Demonstration of colour theory and colour groups.</p>	<p>Challenge</p> <p>Range of examples with differing levels of difficulty.</p> <p>More able encouraged to create more challenging designs.</p> <p>Support</p> <p>Resources for less able for observational task.</p>	<p>Paper, Pencils, observational drawing objects (colourful such as sweets or bright food items), paint and pencils.</p>
11	<p>Colour Theory through different Media – Collage and pastels</p> <p>Exploring different media techniques to produce art.</p> <p>Understanding a range of colour groups.</p> <p>Interesting composition for picture design.</p>	<p>Accurate and visually interesting composition.</p> <p>Mastering of a range of media techniques (pastels and collage).</p> <p>Demonstration of colour theory and colour groups.</p>	<p>Challenge</p> <p>Range of examples with differing levels of difficulty.</p> <p>More able encouraged to create more challenging designs.</p> <p>Support</p> <p>Resources for less able for observational task.</p>	<p>Paper, Pencils, observational drawing objects, magazines, glue, pastels.</p>



12	<p>Colour Theory through different Media - continued Exploring different media techniques to produce art. Understanding a range of colour groups. Interesting composition for picture design.</p>	<p>Accurate and visually interesting composition. Mastering of a range of media techniques (colour pencil, pastels, collage and paint). Completed picture demonstrating of colour theory and colour groups.</p>	<p>Challenge Range of examples with differing levels of difficulty. More able encouraged to create more challenging designs. Support Resources for less able for observational task.</p>	<p>Paper, Pencils, observational drawing objects (colourful such as sweets or bright food items), paint, magazines, glue, pastels, colour pencils.</p>
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Topic: Mask Making

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Introduction to Oceanic Mask? Discussion of where, why and what the masks are used for. Investigate design features Develop skills in writing about art.</p>	<p>Basic knowledge of mask making traditions in Oceanic countries. Ability to identify design features and explain why these might be used. Be able to give an opinion about artwork.</p>	<p>Challenge Targeted questioning Support Structured worksheet – keyword lists.</p>	<p>Presentation, worksheets.</p>
2-3	<p>Investigating patterns and decoration Closer investigation of designs and decorations Collection of ideas for own designs Practise creative design skills.</p>	<p>Collection of ideas for potential patterns and decorations. Neatly drawn patterns showing control of media.</p>	<p>Challenge Range of examples with differing levels of difficulty. More able encouraged to create more challenging designs. Support Simpler designs to work from.</p>	<p>Paper, Pencils, resource sheets.</p>
4-5	<p>Investigating mask styles and features Closer investigation of features on masks and basic shapes. Collection of ideas for own designs Practise creative design skills.</p>	<p>Collection of ideas for potential mask shapes and features. Neatly drawn studies of different styles of masks patterns showing control of media.</p>	<p>Challenge Range of examples with differing levels of difficulty. More able encouraged to create more challenging designs. Support Simpler designs to work from.</p>	<p>Paper, Pencils, resource sheets.</p>
6	<p>Creating own mask design Creation of own design for a mask inspired by Oceanic masks. Collection of ideas for own designs Practise creative design skills.</p>	<p>Production of own creative design showing links to the mask designs of Oceanic cultures. Imaginative use of features and shape. Clear use decoration and patterning.</p>	<p>Challenge Encouragement to look at examples with higher levels of complexity. Encouragement to be more creative with ideas and attempt more challenging design. Support Simpler examples Basic outline shapes.</p>	<p>Paper, Pencils, resource sheets..</p>
7	<p>Initial construction Begin creating basic shape of mask. Explore basic 3D skills.</p>	<p>Creation of basic base for mask. Safe and controlled working practice.</p>	<p>Generally for this task, by outcome, but opportunity to give support for students struggling.</p>	<p>Balloons, newspaper, glue.</p>



8	Continued construction Continuation of creating basic shape of mask. Explore basic 3D skills.	Creation of basic base for mask. Safe and controlled working practice.	Generally, for this task, by outcome, but opportunity to give support for students struggling.	Balloons, newspaper, glue.
9 - 10	Continued construction Continuation of creating shape of mask. Begin to think about how to build up more specific design features according design. Explore basic 3D skills.	Creation of mask with evidence of further imaginative 3D construction. Safe and controlled working practice.	Generally, for this task, by outcome, but opportunity to give support for students struggling. Challenge Exemplar examples showing more complex design features. Support Instructions or diagrams for additional construction.	Balloons, newspaper, glue.
11	Continued construction Continuation of creating shape of mask. Begin to think about how to build up more specific features according to design. Explore basic 3D skills. Refining finish and beginning decoration.	Creation of mask with evidence of further imaginative 3D construction. Consideration of quality of finish and links to original design. Safe and controlled working practice.	Generally, for this task, by outcome, but opportunity to give support for students struggling. Challenge Exemplar examples showing more complex design features. Support Instructions or diagrams for additional construction.	Balloons, newspaper, glue.
12 - 13	Final Construction - Assessment Refining finish and decoration. Demonstrate links to original design and theme of Oceanic masks.	Creation of mask with evidence of imaginative 3D construction. Consideration of quality of finish and links to original design. Control of media (paint) – careful application. Safe and controlled working practice.	Generally, for this task, by outcome, but opportunity to give support for students struggling. Challenge Exemplar examples showing more complex design features. Encouragement to add more high-level decoration and use of paint. Support Instructions for applying paint and decoration.	Paint, pencils, newspaper, resources.



Topic: Landscape Project

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	Introduction to Landscape art Comparison of different types of landscape art and style of work. Develop skills in writing about art.	Ability to recognise different types of landscape art and subject matter. Awareness of different art styles and the artists connected with them. Be able to give an opinion about artwork.	Challenge Targeted questioning Support Structured worksheet – keyword lists.	Presentation, worksheets.
2-3	Investigating Claude Monet Investigating the subject matter and techniques of the artist. Learn about their use of composition and colour Practice skills drawing and using different media.	Evidence of some basic knowledge of Claude Monet. Production of student interpretation of an example of the artist’s work showing consideration of composition and use of media (acrylic paint).	Challenge Range of examples with differing levels of difficulty. Support Simpler images to work from.	Paper, Pencils, resource sheets, paint
4-5	Investigating Signac and Seurat Investigating the subject matter and techniques of the artist. Learn about their use of composition and colour Practice skills drawing and using different media.	Evidence of some basic knowledge of Signac and Seurat and Pointillism Production of student interpretation of an example of the artist’s work showing consideration of composition and use of media (acrylic paint).	Challenge Range of examples with differing levels of difficulty. Support Simpler images to work from.	Paper, Pencils, resource sheets, paint
6 - 7	Investigating David Hockney Investigating the subject matter and techniques of the artist. Learn about their use of composition and colour Practice skills drawing and using different media.	Production of student interpretation of an example of the artist’s work showing consideration of composition and use of media (oil pastel).	Challenge Range of examples with differing levels of difficulty. Support Simpler images to work from.	Paper, Pencils, resource sheets, oil pastels
8	Observational drawing - landscape Investigate surroundings (either around school or via resource sheets) through pencil sketching. Practice observational drawing skills.	Series of sketches looking at aspects of landscape. Drawings should show evidence of tone, texture and detail.	Exemplar examples of landscape and natural form sketches.	Paper, pencils, resources.
9-10	Landscape picture - Assessment Production of an original landscape image using the artists studied for inspiration in terms of composition and technique.	Successfully produced landscape study showing consideration of artist’s techniques and control of media	Technique guides Range of resource images of differing difficulty.	Paper, pencils, resources, paint, pastels