

# ART

# Year 7 Mid Term Plan – Term 2&3

## Unit 2: Van Gogh, mark making, colour & Expressionism

### Unit Intent and overview

1. Introduce students to mark making and who it is used in drawing
2. Introduce students to a different media to draw with, oil pastel
3. Introduce students to image analysis and how to understand the meaning and feeling
4. Develop students drawing skills by using line, shape, colour and mark making together
5. Introduce students to annotation of own work
6. Develop students' knowledge of inspiring artists
7. Introduce students to using their artists knowledge to develop their own idea
8. Develop students' knowledge into skill to enable a final piece linking to the unit

Overview - This unit introduces students to the idea of 'The Artist as a Human Being' – it is about being able to relate to artwork and understand the contextual elements behind them. This supports students in their future exploration of artists. Media wise, students will look at the elements of art and how they can communicate ideas. This feeds forward to being able to create personal artworks through understanding the language needed to convey ideas and emotions. This unit explores the techniques of mark-making, expression and colour layering to convey emotion, meaning and feeling. The focus is the student's development of marking making and using mark making whilst drawing with line and shape. Students will be able to understand how and why mark making is used in drawing to create detail, texture and tone.

This unit feeds on from the basic skills of drawing, and Unit one - line and shape. It also is used to develop students' basic analytical skills. This unit will feed forward to all KS3 units and the skills and knowledge learnt will be used at GCSE level.

Lesson & Knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
1 How to complete a drawing assessment.	<b>Drawing Assessment</b> Students will complete a drawing assessment. This drawing assessment will be based on a still life trolley.	Detail  Pattern  Assessment	Students are to complete a full hour drawing assessment into their sketchbooks using a double page and their 6B pencil.	Sketchbook 6B pencils  Rubbbers  Sharpeners	Reading task  Who is Vincent Van Gogh?

<p>Students to know that they will be marked on their skills in: Line, Tone, Shape, Detail, Mark-making.</p> <p>For students to practice basic drawing skills and know what they skill they need to use to improve their drawings.</p>	<p>Students are to draw a still life set up. Encourage students to start thinking about the use of pattern.</p> <p>*Students will review their last drawing assessment slip to remind themselves of the skills on which they need to focus.</p> <p><b>Feeds on from:</b> Lesson 2, Term 1 - Their last drawing assessment and feedback given.</p> <p><b>Feeds-forward to:</b> Development of drawing skills and knowledge of the basic aspects of drawing. Students will be able to use assessment feedback to develop their knowledge and skill in the next assessment at the start of every term in Year 7. Term 4 drawing assessment.</p>		<p>Assessment is to be done in silence and students should be encouraged to use the whole time to add to and improve their work.</p> <p>1. Drawing assessment slip will be completed by the teacher.</p> <p>Students are to draw a still life set up on a double page. The main aim is to get students to focus on tone, line, shape and detail. This is to be done in 6B pencil only.</p> <p>This gives the students the opportunity to make improvements from their last assessment and use the feedback given.</p>		<p><a href="https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh">https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh</a></p>
<p><b>2</b> Students will begin to understand what mark making is and how it is used.</p>	<p><b>Marking Making -</b> What is mark making and how is it to used?</p> <p>Students will complete a double page of about mark making. The page will answer the above questions and students will complete a collection of mark making examples.</p>	<p>Mark making</p> <p>Pattern</p> <p>Detail</p>	<p>1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be</p>	<p>Sketchbook</p> <p>Pen</p> <p>Pencil</p>	

<p>Students will develop this knowledge into a practical drawing skill.</p> <p>Students will begin to know about anything basic drawing skill that is needed.</p> <p>This activity builds knowledge of the subject whilst also developing skill</p>	<p><b>Feeds on from:</b> The basic skills needed when drawing. Year 7, Unit one - Line and Shape. Term one where students were introduced to line and shape.</p> <p><b>Feeds-forward to:</b> Lesson 3 and 4, the artist Van Gogh that students will be introduced to next lesson.</p>		<p>used to stretch and challenge students with their work.</p> <ol style="list-style-type: none"> <li>Group discussion on what is drawing and how have students used it previously.</li> <li>Students to show their knowledge through a title page showing what they already know about the subject.</li> </ol> <p>Students will work on a 'What is mark making' page and detail how it is used. This page will include a title, a definition and a page full of mark making examples.</p>		
<p><b>3</b></p> <p>This activity builds a connection between the artist and mark making.</p> <p>Links themes and stories to</p>	<p><b>Van Gogh title page -</b> Students will be introduced to Vincent Van Gogh using a presentation and group discussion. Students will complete a title page worksheet using marking making and colour.</p> <p><b>Feeds on from:</b> The basic skills needed when drawing. Unit one line and shape. Lesson 2 'mark-making' task.</p>	<p>Marking making</p> <p>Painter</p> <p>Story</p>	<ol style="list-style-type: none"> <li>Group question session will be used to show learnt knowledge from their reading homework.</li> <li>Teacher will helicopter and give verbal feedback to stretch and</li> </ol>	<p>Sketchbook</p> <p>Title page sheet</p> <p>Glue</p> <p>Colour Pencils</p> <p>Pencil.</p>	

<p>artists and their work.</p> <p>The title page will enable the students to link Vincent Van Gogh to mark making.</p>	<p><b>Feeds-forward to:</b> Lessons 4-6 where students will complete a theme page on the artist.</p>		<p>challenge and support students.</p> <p>Students work will have completed a title template page filled with different mark makings, using colour and black &amp; white.</p>		
<p><b>4</b></p> <p>The basic skills needed to complete an artist theme page and research for the right information.</p>	<p><b>Vincent Van Gogh Theme -</b> Students are to use research skills to gain knowledge on Van Gogh to build a theme page. Students will work on a title and writing key information and facts about the artist that they found in the artist information pages. <b>Feeds on from:</b> Lesson 3, where students were introduced to the artists. Unit 1 - image analysis skills. <b>Feeds-forward to:</b> Lesson 6, where students will learn how to develop an opinion on the artist's work.</p>	<p>Opinion</p> <p>Meaning</p> <p>Feeling</p>	<ol style="list-style-type: none"> <li>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</li> <li>2. Teacher will assess the completed theme page using a theme page assessment slip.</li> </ol> <p>Students work will have completed a title, artist information, meaning of the work and how the work makes them feel? This will all be presented on a double page.</p>	<p>Sketchbook</p> <p>Artist information</p> <p>Pencils</p> <p>Pens</p> <p>Scissors</p> <p>Glue</p>	<p>Marking making grid worksheet</p>
<p><b>5</b></p>	<p><b>Vincent Van Gogh Theme -</b></p>	<p>Opinion</p>	<ol style="list-style-type: none"> <li>1. Teacher will helicopter and give</li> </ol>	<p>Sketchbook</p>	

<p>The basic skills needed to complete an artist theme page and research for the right information.</p> <p>To link knowledge to opinion, meaning and feeling.</p>	<p>Students need to answer the questions about Van Gogh to build an opinion about the artist's work. Students need to think about presentation and key information.</p> <p><b>Feeds on from:</b> Lesson 4, where students developed their knowledge of the artist through research, and Unit 1 - image analysis skills.</p> <p><b>Feeds-forward to:</b> The completion of an artist's theme page in Lesson 6, and an image analysis in Lesson 7.</p>	<p>Meaning</p> <p>Feeling</p>	<p>verbal feedback to stretch and challenge and support students.</p> <p>2. Teacher will assess the completed theme page using a theme page assessment slip.</p> <p>Students will have completed a title, artist information, meaning of the work and how the work makes them feel. This will all be presented on a double page.</p>	<p>Artist information</p> <p>Pencils</p> <p>Pens</p> <p>Scissors</p> <p>Glue</p>	
<p><b>6</b></p> <p>The basic skills needed to complete an artist theme page and research for the right information. To link knowledge to opinion, meaning and feeling.</p>	<p><b>Vincent Van Gogh Theme -</b></p> <p>Students will finish writing their opinion and adding any additional information to the page. Students will spend the rest of the lesson making their theme page eye catching through drawing and colour.</p> <p><b>Feeds on from:</b> The analysis of artists and the information already given in Lessons 3-5. Unit 1 - image analysis skills.</p> <p><b>Feeds-forward to:</b></p>	<p>Opinion</p> <p>Meaning</p> <p>Feeling</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>2. Teacher will assess the completed theme page using a theme page assessment slip.</p>	<p>Sketchbook</p> <p>Artist information</p> <p>Pencils</p> <p>Pens</p> <p>Scissors</p> <p>Glue</p>	

	Image analysis in Lesson 7, and practicing the artists skills in Lesson 8 and 9.		Students will have completed a title, artist information, meaning of the work and how the work makes them feel? This will all be presented on a double page.		
<b>7</b> To develop the student's skill to read and analyse an image for information, art methods and details.	<p><b>Analysis of Van Gogh image -</b> Students are to analyse an image of the 'Starry Night'. This will be on a worksheet where students will answer given questions. Students should always extend their own answers with 'why?', to explain and justify their thinking. This will build the students' knowledge of how to read an image and what to look for.</p> <p><b>Feeds on from:</b> Unit 1 - image analysis practice, and Lessons 5 and 6 where students developed an opinion from reading an image.</p> <p><b>Feeds-forward to:</b> Lessons 8-9, where students will use what they have learnt to practice the artists skills. Year 7, Unit 4 - reading images.</p>	Analysis Reading an image Meaning	<ol style="list-style-type: none"> <li>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</li> <li>2. Teacher will assess the completed theme page using a theme page assessment slip.</li> </ol> <p>Students will have completed an image analysis by completing all questions and explaining their answers with 'why?'.</p>	Sketchbook Pen Worksheet	<p>Research "The Starry Night Facts"</p> <p>And present 10 facts on an A4 page about the painting.</p>
<b>8</b> Students will use their knowledge of the artist and	<p><b>Copy of 'Starry Night' by Van Gogh</b> Students are to start an A4 copy of the 'Starry Night' by Van Gogh, in their sketchbooks in colour pencil.</p>	Mark making Scale	<ol style="list-style-type: none"> <li>1. Teacher will helicopter and give verbal feedback to stretch and</li> </ol>	Sketchbook Colour Pencils	

<p>mark making to develop their skill of drawing with mark making.</p>	<p>Students are to use their mark making grid to help them build the image.  <b>Feeds on from:</b>  Unit 1 - line and shape, Lessons 5 and 7, copy of artists work to develop drawing skills.  Lessons 3-7, where students built their knowledge of the artists.  <b>Feeds-forward to:</b>  Lesson 9, where students will finish the copy and the next half of the unit in term 3, where the students will use basic drawing methods to develop their art skills.</p>	<p>Layering  Mixing</p>	<p>challenge and support students.  2. Verbal feedback will be given throughout the lesson to develop the students work.    Students work will have a completed an A4 copy of starry night using only mark making to build the image.</p>	<p>Copy of starry nights</p>	
<p><b>9</b>  Students will use their knowledge of the artist and mark making to develop their skill of drawing with mark making.</p>	<p><b>Copy of Starry nights by Van Gogh</b>  Students are to complete an A4 copy of 'Starry Night' by Van Gogh, in their sketchbooks in colour pencil.  Students are to use their mark making grid to help them build the image.  <b>Feeds on from:</b>  Lesson 8 where students had started the draw the image using mark making only.  <b>Feeds-forward to:</b> Term 3 where students will use the skills, they have learned through research to create their own artwork inspired by the artists.</p>	<p>Mark making  Scale  Layering  Mixing</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.  2. Verbal feedback will be given throughout the lesson to develop the students work.    Students will have completed an A4 copy of 'Starry Night' using only mark making to build the image.</p>	<p>Sketchbook  Colour Pencils    Copy of 'Starry Night'.</p>	

## Half Term

### Half term homework -

**Letter to Theo** – write a letter from Vincent Van Gogh to his brother Theo. Make it look old and include a drawing.  
Research “Letter to Theo” for inspiration.

<p style="text-align: center;"><b>1</b></p> <p>This will allow the students to recap the information they know about Van Gogh and the knowledge they have built up about his work and the themes.</p>	<p><b>Recap of Van Gogh</b> Group work – in groups students need to fill a whole A3 page with all the facts and information they can remember about Van Gogh. This needs to include writing and drawings.</p> <p>Van Gogh assessment – Students are to complete a Van Gogh quiz in silence, this is to go into their sketchbooks</p> <p><b>Feeds on from:</b> Term two learning.</p> <p><b>Feeds-forward to:</b> To the next section of Van Gogh’s work and Lesson 2 - image analysis.</p>	<p>Assessment</p> <p>Quiz</p> <p>Recap</p>	<p>1. Peer assessment – students will mark each other's quiz as the teacher using group questioning to gain the correct answers.</p> <p style="background-color: yellow;">Students will have completed a quiz.</p>	<p>Sketchbook</p> <p>Quiz Questions</p> <p>Pencil</p> <p>Pen</p>	
<p style="text-align: center;"><b>2</b></p> <p>This develops the student's analysis skills by completing the analysis questions for the different image.</p>	<p><b>Van Gogh Sunflowers and analysis</b> Students are to be introduced to Van Gogh ‘Sunflowers’. Mark making, colour and meaning will be discussed. Students will complete an analysis sheet for the Van Gogh ‘Sunflowers’ using questions given by the teacher to support the student's analysis.</p> <p><b>Feeds-back to:</b> Term 2 Lesson 2-6, Image analysis, meaning and feeling.</p>	<p>Sunflowers</p> <p>Detail</p> <p>Sequence</p> <p>Time lapse</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>2. Verbal feedback will be given to the students throughout the</p>	<p>Sketchbook</p> <p>Worksheet</p> <p>Pen/pencil</p>	<p>Research “Van Gogh ‘Sun Flower’ facts”</p> <p>On A4 paper write out 10 facts with drawings.</p>



	<p><b>Feeds-forward to:</b> Understanding how to use the artists method and skills in Lesson 3 where students will complete a copy of the 'Sunflowers'.</p>		<p>lesson with a WWW and an EBI.</p> <p>Students will have completed an image analysis by completing all questions and explaining their answers with 'why'.</p>		
<p><b>3</b> The use of oil pastels develops students' knowledge of different mediums and links to what the artist used.</p>	<p><b>Sunflowers copy</b> Students are to use Oil Pastels to start a copy of the Van Gogh 'Sunflowers' in their sketchbook at A4. Students need to use only mark making techniques to build the image. <b>Feeds on from:</b> Term 2, Lessons 2-6, mark and making and the use of the artists techniques. Lesson 2 where students have analysed the image. <b>Feeds-forward to:</b> Lesson 4, copy of the 'Sunflowers', to develop skill. The use of line, shape, mark making and different medias in their own work.</p>	<p>Oil Pastels Build up Layering</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Verbal feedback will be given throughout the lesson to develop the students work.</p> <p>Students will have completed an A4 copy of 'Sunflowers' using only mark making to build the image.</p>	<p>Sketch book Sunflowers copy Oil Pastels</p>	
<p><b>4</b> The use of oil pastels develops students' knowledge of</p>	<p><b>Sunflowers copy</b> Students are to finish their copy of the Van Gogh 'Sunflowers' in their sketchbook at A4. Students need to use only mark making to build the image.</p>	<p>Oil Pastels Build up Layering</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and</p>	<p>Sketch book 'Sunflowers' copy</p>	

<p>different mediums and links to what the artist used.</p>	<p><b>Feeds on from:</b> Lesson 2 where students analysed the sunflower image to build knowledge on the skills and method that the artist used. Lesson 3 where students had started their copy of the 'Sunflowers' using oil pastel.</p> <p><b>Feeds-forward to:</b> Lesson five where students will use their knowledge of the 'Sunflowers' to research their own flowers and plan their own version on the 'Sunflowers'.</p>		<p>challenge and support students.</p> <ol style="list-style-type: none"> <li>2. Verbal feedback will be given throughout the lesson to develop the students work.</li> </ol> <p>Students will have completed an A4 copy of 'Sunflowers' using only mark making to build the image.</p>	<p>Oil Pastels</p>	
<p><b>5</b> Develop the students drawing skills whilst introducing students to planning their final piece ideas through sketches and notes.</p>	<p><b>Flower research -</b> Students are to pick three flowers that link to them. They could link to a memory, a birthday, a colour or a place. Students are to practice drawing the flowers in their book using line, shape and mark making. Students should then add colour using mark making.</p> <p><b>Feeds on from:</b> Term 2 theme page research lesson. Term 2 lesson 2, mark making and the use of the artists techniques. Unit 1 - line and shape is drawing. Lessons 2-4 where students analysed and practiced the artists method and skills using the sunflowers.</p> <p><b>Feeds-forward to:</b></p>	<p>Techniques Methods Experimentation</p>	<ol style="list-style-type: none"> <li>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</li> <li>2. Verbal feedback will be given throughout the lesson to develop the students work.</li> </ol> <p>Students will have completed an A4 page showing a title, sketches of three different flowers and notes on why the students have picked</p>	<p>Sketch book Flower research sheet pencils</p>	<p>Research your birthday flower – what does it symbolize? What colours does it come in? Draw your birth flower.</p>

	Lessons 7-9, the use of line, shape, mark making and different medias in their own work. The analysis of their chosen flowers.		them flowers and how they link to the students.		
<b>6</b> This allows the students to annotate their own work and develop knowledge on how to do so.	<b>Flower research -</b> Students will answer questions based off their sketches and notes from last lesson to build a plan for their final piece. Students will use questions given by the teacher. <b>Feeds on from:</b> Term 2, theme page research lesson. Term 2, Lesson 2 - mark making and the use of the artists techniques. Unit 1- line and shape in drawing. Lessons 2-4 where students analysed and practiced the artists method and skills using the 'Sunflowers'. <b>Feeds-forward to:</b> Lessons 7-9, the use of line, shape, mark making and different medias in their own work. The analysis of their chosen flowers.	Idea's  Annotation	1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Verbal feedback will be given throughout the lesson to develop the students work.  Students will have completed an A4 page showing a title, sketches of three different flowers and notes on why the students have picked them flowers and how they link to the students.	Sketchbook Pen  Question sheet	
<b>7</b> The students need to know how to link ideas to final pieces.	<b>Own version of the 'Sunflowers' -</b> The students are to use their ideas from the questions they answer last week to begin to outline their final piece. The students should mark out their wall and floor and draw the outline of the	Outline  Sketch  Plan	1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.	Sketch book  Pencil  Oil Pastel.	

<p>The students need to know how to mark out their drawing ready for colour and mark making.</p>	<p>vase and flowers, in pencil and very lightly.  <b>Feeds on from:</b>  Lessons 5&amp;6 - planning and drawing of the student's own flowers.  <b>Feeds-forward to:</b>  Lessons 8 and 9 where students will add colour and mark making to their drawings.</p>		<p>2. The teacher will assess the student's final piece using WWW and EBI comments (what went well and even better if)</p> <p>Students will have completed an A4 drawing of their picked flowers in a vase using mark making and colour.</p>		
<p><b>8</b>  The students need to know how to link ideas to final pieces.  The students need to know how to mark out their drawing ready for colour and mark making. Finally, how to link colour to feeling</p>	<p><b>Own version of the 'Sunflowers' - Students are to add mark making a colour to their sketch outline to give depth and feeling to their image.</b>  <b>Feeds on from:</b>  Lessons 5&amp;6 - planning and drawing of the student's own flowers.  Lesson 7, where students sketched the outline for their final piece.  <b>Feeds-forward to:</b>  Lesson 9, where students will finish adding detail, and will evaluate their final piece.</p>	<p>Colour  Convey  Feeling</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.  2. The teacher will assess the student's final piece using WWW and EBI comments (what went well and even better if)</p> <p>Students will have completed an A4 drawing of their picked flowers in a</p>	<p>Sketch book  Pencil  Oil Pastel.</p>	

			vase using mark making and colour.		
<p><b>9</b></p> <p>The students need to know how to link ideas to final pieces. The students need to know how to mark out their drawing ready for colour and mark making. Finally, how to link colour to feeling</p>	<p><b>Own version of the 'Sunflowers' -</b></p> <p>Students will add the final details to their flower vase and finish any mark making. Students will then complete an evaluation using WWW (what went well) and EBI (even better if), answering all of their questions with a 'why' to explain their thinking.</p> <p><b>Feeds on from:</b></p> <p>Lessons 5&amp;6 - planning and drawing of the student's own flowers, and lessons 7&amp;8 where students begun their final piece flowers.</p> <p><b>Feeds-forward to:</b></p> <p>Term 4, where students will use colour and mark making in their 'Fauvism' portraits.</p>	<p>Colour</p> <p>Convey</p> <p>Feeling</p>	<ol style="list-style-type: none"> <li>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</li> <li>2. The teacher will assess the student's final piece using WWW and EBI comments (what went well and even better if)</li> </ol> <p>Students will have completed an A4 drawing of their picked flowers in a vase using mark making and colour. Students will also have completed an evaluation of their work.</p>	<p>Sketch book</p> <p>Pencil</p> <p>Oil Pastel</p>	<p>Half term homework -</p> <p><b>Reading task</b> How is Matisse and how did he use Fauvism.</p>