

ART	Year 7 Mid Term Plan – Term 1									
Unit 1: Drawing and analysis skills										
Unit Intent and overview										
<p>1. To introduce students to various skills, techniques and ways of drawing.</p> <p>2. Students to practice formal drawing and be encouraged to develop this over more ‘cartoon’ styles that students tend to inherit from Primary School.</p> <p>3. To understand the importance of drawing for recording ideas and for personal expression.</p> <p>4. To explore other artists and learn how and why they draw in certain ways.</p> <p>5. To begin building a technical vocabulary.</p> <p>6. To begin to understand the basics of analysing artworks.</p>										
<p>Overview - Drawing is a foundation of Art and will be used throughout the curriculum. Skills will be developed in each unit through the study of other artists and drawing assessments with improvement homework. Considering the importance of drawing and how it supports recording ideas and personal expression. Introduction to the analysis of other artists and how their different styles of drawing, using line and shape conveys different meanings and feeling. The main purpose of this unit is to build the students' knowledge and skill of drawing and how shape and line are the basic skills to be able to draw. This unit will feedback to the basics of arts and feed forward to the development other basic/essential drawing techniques, and the use of drawing throughout KS3 and GCSE level.</p>										
Lesson& Knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks					
1 To ensure all level of learners can interact with and remember the expectations.	Art Studio Expectations New students will be introduced to the arts and the art studio expectations. Students will need to read through the ‘art studio expectations’. Competition – Students will decorate the ‘art studio expectations page’.	Respect Engage Achieve Curious Happy	1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge students to develop their ideas. 2. Assessed by standard of visual design by all art teachers to select a	Art Studio Expectation Sheet Colour pencils Paper	Finish Art Studio Expectation s sheet.					

	<p>This will start in lesson and will be finished at home.</p> <p>Feeds on from: To the rules of the school and expectations in the art studios</p> <p>Feeds forward to: The student's future behaviour and use of supplies in the arts.</p>	Expectation	<p>few for display in the arts.</p> <p>Students will have completed an A4 page, fully decorated with illustrations linking to the arts and the expectations. The expectations need to be written out, or students need to draw onto the actual sheet.</p>		
2 Students will know how to complete a drawing assessment. This will develop the students practical drawing skills and enable the teacher to assess their current skills.	<p>Drawing Assessment Students are to complete an assessment of their practical skills. As part of this, they will be shown the process involved in completing a drawing assessment (they will do these many times throughout KS3). Students will be shown the criteria against which they will be assessed: Line, Tone, Shape, Detail, Mark-making. Students will also practise basic drawing skills and identify the skill/s they need to develop to improve their drawings. This will allow the teachers to assess the student's practical skill, and to be able to see future progression.</p> <p>Feeds on from: To the key aspects of art and drawing.</p> <p>Feeds forward to:</p>	Line Shape Assessment	<p>1-hour drawing assessment into their sketchbooks using a double page and their 6B pencil. 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>**Students will be introduced to the drawing assessment slip and how it is used. Students will also be introduced to the arts marking and assessment methods.</p> <p>Students are to draw one of their shoes. 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>Drawing assessment slip to be completed by the teacher.</p>	Sketchbook 6B pencils Rubbers Sharpeners	

	<p>Development of drawing skills and knowledge of the basic aspects of drawing.</p> <p>Students will be able to use assessment feedback to develop their knowledge and skill in the next assessment.</p> <p>Term 2 drawing assessment.</p>				
<p>3</p> <p>Develop the students understanding of how drawing is used.</p> <p>Students are to build knowledge of what drawing is and how it is used.</p> <p>Students will begin to understand how different artists use drawing.</p> <p>Students will also begin to think about how drawing is used in different ways other than art.</p>	<p>What is drawing?</p> <p>Students are to complete a double page spread of what they think drawing is and how it is used.</p> <p>The students will answer questions given by the teacher to stretch and challenge them on their knowledge of drawing.</p> <p>Students will also answer what is line? And what is shape?</p> <p>The information page is to be filled with line drawings and shapes, as well as the information.</p> <p>Feeds on from:</p> <p>The key aspects of art and drawing and the understanding of the Term 1 drawing assessment and criteria.</p> <p>Feeds forward to:</p> <p>How students will be using drawing, line and shape in their own work, inspired by drawing artists. Unit 1 drawing artists research and experiments.</p>	<p>Drawing</p> <p>Line</p> <p>Shape</p>	<ol style="list-style-type: none"> Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Group discussion on what is drawing and how have students used it previously. Students to show their knowledge through a title page showing what they already know about the subject. <p>Students will have completed a 'What is Drawing' title page. This page will include a title, what the students think drawing, line and shape is and some illustrations of what is</p>	<p>Sketchbook Pencils</p>	<p>Reading task - Who is David Hockney? https://www.tate.org.uk/kids/explore/who-is/who-david-hockney</p>

			used to draw and how the student draw.		
4 To develop the students understanding of how line and shape is used in drawing and embed image analysis into their lessons to develop their understanding of the image. This activity turns the students' knowledge of drawing, line and shape into a skill.	David Hockney image analysis Group questioning - students will be asked to give one fact about the artist from what they have read in their homework task. Students will be introduced to David Hockney and his line drawing collection. Students will answer questions about one of David Hockney's drawings. Feeds on from: The key aspects of art and drawing and Lesson 3 - what is drawing? Feeds forward to: How students will be using drawing, line and shape in their own work, inspired by drawing artists. How students will continue to analyse images throughout the year and Lesson 5, where students will complete a copy of the artists drawing now that they have analysed an image.	Landscape Line Shape Detail	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Students will complete a full image analysis using the questions given by the teacher. <p>Students will answer questions about a David Hockney image.</p>	Sketch book Pen Question sheet	
5	David Hockney copy	Develop	1. Teacher will helicopter and give verbal	Sketchbook Image	Reading Task -

<p>To develop the students drawing skills.</p> <p>This activity turns the students' knowledge of drawing, line and shape into a skill.</p>	<p>Students are to complete a copy of the David Hockney line drawing landscape. Copy is to be A4 and in their sketch book.</p> <p>Feeds on from: 'What is drawing, line and shape?' Lesson 4 - analysis of David Hockney.</p> <p>Feeds forward to: How students will be using drawing in Art. Lessons 6 and 7, analysis and comparison of Quentin Blake with a copy of their work.</p>	<p>Black and white Scale</p>	<p>feedback to stretch and challenge and support students in their drawing skills.</p> <ol style="list-style-type: none"> 2. Students will complete a full copy of an Hockney image where the teacher will give verbal feedback 3. Students will be introduced to self-assessment through what went well (WWW) and even better if (EBI) comments. <p>Students will have completed an A4 copy in 6B pencil of a David Hockney drawing.</p>	<p>Pencil Rubber</p>	<p>Who is Quentin Blake?</p> <p>https://kids.britannica.com/kids/article/Quentin-Blake/60525</p> <p>https://www.quentinblake.com/about-drawing/how-i-draw</p>
<p>6</p> <p>To develop the students' knowledge of different artists who use drawing skills in different styles.</p> <p>Blake will show the students how line and shape can be used</p>	<p>Quentin Blake - Students will be introduced to Quentin Blake. Group questioning will ask students to give one fact they have remembered about Blake from their homework reading task. Students will complete a fact page on Quentin Blake in their sketchbook, they will answer questions provided by the teacher.</p> <p>Feeds on from: Lesson 2 - What is drawing, line and shape? And Lessons 4 and 5 drawing artists.</p> <p>Feeds forward to:</p>	<p>Illustrations Line drawing</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson. 2. Students will show their knowledge and research skills through the 	<p>Sketchbook Pen Colour pencils Question sheet</p>	

<p>differently in drawing.</p> <p>This lesson will begin to introduce students to theme pages.</p>	<p>How students will be using drawing in art. Lesson 7 - practice Blakes' drawing techniques.</p>		<p>development of a fact page.</p> <ol style="list-style-type: none"> 3. The fact page will be assessed using a theme page assessment slip which will be used by the teacher. <p>Students will have completed a title page, including information of the artist, what they know about the artists, what they like about their work and what it reminds them of.</p>		
<p>7</p> <p>To develop the students drawing skills using line and shape in different styles</p>	<p>Quentin Blake Copy- Students are to complete a copy of a Quentin Blake drawing using line and shape. This can be in colour once students have focused on the line and shape. Copy is to be A4 and in their sketch book.</p> <p>Feeds on from: Lessons 2 and 3 - What is drawing, line and shape? And Lessons 4-6 - How is it used differently by different artists?</p> <p>Feeds forward to: How students will be using drawing in art throughout all KS3 units and GCSE level work.</p>	<p>Illustrations Line drawing</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students in their drawing skills. 2. Students will complete a full copy of a Blake image where the teacher will give verbal feedback 3. Students will be introduced to self-assessment through what went well (WWW) and even better if (EBI) comments. <p>Students will have completed an A4 copy in 6B pencil and</p>	<p>Sketchbook Pencil Colour pencils Copy of the artist's work.</p>	<p>Students are to write a story based on an adventure.</p>

			colour pencil of a Quentin Blake image.		
8 This activity will pull together all the knowledge and skills learned throughout the term. It will turn the students' knowledge into a mixture of skills. To develop the students drawing skills using line and shape in different styles using their own ideas.	Turning stories into illustrations - Students will use the stories they wrote as homework to draw their own adventure in the style of Quentin Blake or David Hockney. Students focus will be line and shape. Feeds on from: Lessons 2 and 3 - What is drawing, line and shape? And Lessons 4-6 - How is it used differently by different artists? Feeds forward to: How students will be using drawing in art. Lesson 9 - Students will begin to connect artwork with themes and meanings. All drawing development in KS3 and GCSE level.	Story telling Background Main Subject	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students in their drawing skills. 2. Teacher will give verbal and written assessment comments on the page using what went well (WWW) and even better if (EBI) comments. <p>Students will have completed an A4 drawing in colour, in their sketchbook portraying the story they wrote for homework. Their drawing will need to be in the style of one of the two artists they have been introduced to.</p>	Sketchbook Story Pencil Colour pencils	
9 This activity will pull together all the knowledge and skills learned throughout the term.	Turning stories into illustrations - Students will use the stories they wrote as homework to draw their own adventure in the style of Quentin Blake or David Hockney. Students focus will be line and shape. Students will add a WW and EBI when completed.	Story telling Background Main Subject	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch, challenge and support students in their drawing skills. 1. Teacher will give verbal and written assessment comments on the page 	Sketchbook Story Pencil Colour pencils	

<p>It will turn the students' knowledge into a mixture of skills.</p> <p>Develops students' self-assessment skills through practise.</p> <p>To develop the students' drawing skills using line and shape in different styles, using their own ideas.</p>	<p>Feed on from: What is drawing, line and shape? And how is it used differently by different artists.</p> <p>Feeds-forward to:</p> <p>How students will be using drawing in art.</p> <p>Year 7, Units 4 and 5 - How students will begin to connect artwork with themes and meanings.</p> <p>Year 8, Unit 2, storytelling.</p>		<p>using what went well and even better if comments.</p> <p>Students will have completed an A4 drawing in colour of their sketchbook portraying the story they wrote for homework. Their drawing will need to be in the style of one of the two artists they have been introduced to.</p>		
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