

ART

Year 7 Mid Term Plan – Term 5&6

Unit 4: Frida Kahlo ~ Reading Images

Unit 5: Dia de los Muertos ~ Cultural Differences

Unit Intent and overview

Learning how to read an artist's images to gain knowledge and an opinion.

1. To introduce students to a variety of artists and how they use their skills.
2. To introduce students to image analysis
3. To introduce students to reading images to gain an understanding and opinion.
4. To show students how artists use the key elements of drawing to develop their own artwork
5. To introduce students to meanings and themes within artworks.
6. To introduce students to artwork that links to culture and society.

Overview- Students will be introduced to reading and analysing image through the life and work of artist Frida Kahlo, with a focus on illness, disability, gender, sexuality, relationships and culture. Students will explore the context behind Kahlo's work. Symbolism, culture and identity will be main themes. Students will study Mexico and gender/cultural stereotypes. Students to explore how Kahlo told stories through her work, and how she showed resilience, grit, honesty and humanity through her work. This knowledge is then to be used to encourage students to express their own internal lives through artwork. Students will learn all the above through analysis. They will be able to link key vocabulary and main skills that the artist uses to meaning, feeling and the story behind the image.

Understanding how to read images, symbols and cultural differences is key to being able to access a huge range of artworks. This unit supports students being able to open their minds to alternate ways of being and living, and to be able to practice self-expression. This feeds forward to understanding the artwork of others and developing self-expression.

Lesson & Knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
1 How to complete a drawing assessment.	Drawing Assessment Students will complete a drawing assessment. This drawing assessment will be based on a still life trolley inspired by Frida Kahlo.	Line Tone Mark Making	1. Students are to complete a full hour drawing assessment into their sketchbooks using a	Sketchbooks 6B pencils Rubbers	

<p>Students to know that they will be marked on their skills in: Line, Tone, Shape, Detail, Mark-making.</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 see what they need to focus on.</p> <p>Feeds on from: Unit 4 drawing assessment, students are to focus on the pink highlighted skills on the previous drawing assessment slip to make improvements.</p> <p>Feeds forward to: To all drawing tasks through KS3, continuing to practice to basics of drawing and drawing skills.</p>	<p>Shape</p>	<p>double page and their 6B pencil.</p> <ol style="list-style-type: none"> Assessment is to be done in silence and students should be encouraged to use the whole time to add to and improve their work. Teachers will assess the drawings with a drawing assessment slip. <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>Sharpeners</p>	
<p>2</p> <p>How to complete a theme page.</p> <p>How to select the most helpful information.</p> <p>How to look at the images and develop an opinion on the artwork.</p> <p>How to present and layout work.</p>	<p>Introduction to Frida Kahlo</p> <p>Students are to be introduced to Frida Kahlo and her artwork. This is to be done using the presentation provide. This is to be a group discussion based on who Frida Kahlo is and what her artwork is. Involving the students through group questioning throughout the presentation.</p> <p>Students are to then start and theme page on Frida Kahlo using information sheets and images provide by the teacher.</p> <p>This is to be a double page spread and students need to focus on layout, presentation, information and opinion.</p>	<p>Culture</p> <p>Society</p> <p>Beauty</p>	<ol style="list-style-type: none"> Group question session will be used to show learnt knowledge from their reading homework. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. Teacher will assess the completed theme page using a theme page assessment slip. <p>Students work will have a completed outcome of a title, artist information, meaning of the work and how the work makes</p>	<p>Sketchbook s Information sheets Images Presentation Pens Pencils Glue Scissors</p>	<p>Research five facts about Frida Kahlo and the meaning of her artwork.</p> <p>This is to be presented on an A4 page and added to the student's book</p>

	<p>Feeds on from: Unit 2 theme page research and Units 1-3 image analysis skills.</p> <p>Feeds forward to: Lessons 3 and 6 where students will add opinion and image analysis to their theme page.</p>		<p>them feel? This will all be presented on a double page.</p>		
<p>3</p> <p>How to complete a theme page.</p> <p>How to select the most helpful information.</p> <p>How to look at the images and develop an opinion on the artwork.</p> <p>How to present and layout work.</p>	<p>Theme page on Frida Kahlo Students are to continue and complete their theme page based on Frida Kahlo by adding an opinion through answering guided questions.</p> <p>Feeds on from: Lesson 2, where students built their knowledge of the artist through research and unit 1 and 3, image analysis skills.</p> <p>Feeds-forward to: Lesson 6 - image analysis and Lessons 4&5, where students will use what they have learnt to complete a copy of a Frida Kahlo image.</p>	<p>Culture Society Beauty Colour Opinion Layout Presentation View finder</p>	<ol style="list-style-type: none"> 1. Group question session will be used to show learnt knowledge from their reading homework. 2. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 3. Teacher will assess the completed theme page using a theme page assessment slip. <p>Students will have completed a title sheet complete with 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 s</p> <p>Information sheets</p> <p>Images</p> <p>Presentation</p> <p>Pens</p> <p>Pencils</p> <p>Glue</p> <p>Scissors</p> <p>Viewfinder</p>	
<p>4</p> <p>How to analyse an image to be able to see the line and shape that is used to</p>	<p>Copy of the artist's work Students are to complete an A4 copy in their books of a Frida Kahlo self-portrait. Students are to pick out a selection of the Frida self-portraits provided by the teacher using a view finder to copy.</p>	<p>Water colour</p> <p>Colour mixing</p> <p>Tone</p>	<ol style="list-style-type: none"> 1. The teacher will helicopter to support students in selecting the correct image for to stretch and challenge their ability. 	<p>Sketchbook s</p> <p>Images</p> <p>Pencil</p>	<p>Students are to create a self-portrait of themselves in the style</p>

<p>complete the image.</p> <p>To practice new technique</p>	<p>Students are to complete this in full colour but are to focus on getting the basic line, shape and detail drawn up in this lesson.</p> <p>Feeds on from: ‘Line and shape’ unit, ‘marking and tone’ units, developing technical art skills using line, tone, mark making and colour. Lessons 2 and 3, where completed a theme page to gain knowledge on the artists techniques.</p> <p>Feeds forward to: Lessons 6-8, learning a variety of different medias and techniques to convey meaning through artwork.</p>	<p>Line</p> <p>Mark-making</p>	<ol style="list-style-type: none"> 2. Verbal feedback will be given throughout the lesson. 3. The copy will be assessed as part of the theme page slip assessment by the teacher. <p>Students will have completed a full colour copy of a Frida Kahlo self-portrait in A4, in their sketchbook.</p>	<p>Viewfinder</p>	<p>of Frida Kahlo.</p> <p>This can be a drawing, a collage and photograph, etc....</p> <p>Students need to complete questions based on their creation.</p>
<p>5</p> <p>How to use water colours.</p> <p>How to mix colours to create bold and bright tones.</p> <p>How to use tone, mark-making and line when using different mediums.</p>	<p>Adding colour to the copy Students are to add colour to the section of the Frida self-portrait they picked using a view finder.</p> <p>Students are to add colour using water colours, Students need to focus on adding bright and bold colours in the same way as Frida Kahlo did.</p> <p>This is the students first time using water colours. Teachers are to introduce and model how to mix and use watercolours.</p> <p>Feeds on from: ‘Line and shape’ unit, ‘marking and tone’ units, developing technical art</p>	<p>Water colour</p> <p>Colour mixing</p> <p>Tone</p> <p>Line</p> <p>Mark-making</p> <p>Detail</p> <p>Reference to image</p>	<ol style="list-style-type: none"> 1. The teacher will helicopter to support students in selecting the correct image for to stretch and challenge their ability. 2. Verbal feedback will be given throughout the lesson. 3. The copy will be assessed as part of the theme page slip assessment by the teacher. <p>Students will have completed a full colour copy of a Frida Kahlo self-portrait in A4, in their sketchbook.</p>	<p>Watercolours</p> <p>Water</p> <p>Paint brushes</p> <p>Sketch books</p> <p>Images</p>	

	<p>skills using line, tone, mark making and colour.</p> <p>Lessons 2-4, where students developed knowledge of the artists techniques and began to practice this.</p> <p>Feeds forward to:</p> <p>Lessons 6-8, learning a variety of different medias and techniques to convey meaning through artwork.</p>				
<p>6</p> <p>How to see connections through a collection of artist's works.</p> <p>To continue to develop students' knowledge of meaning and media through an artist that explores more than art techniques.</p>	<p>Analysis of Frida Kahlo self-portraits</p> <p>Students are to answer questions based on the collection of Frida Kahlo's self-portraits.</p> <p>Students will use guided questions to build analysis skills.</p> <p>Teachers will model how the students can complete the questions using the first question on the worksheet.</p> <p>Feeds on from:</p> <p>All unit image analysis and Lesson 2 and 3 theme page information, to develop image analysis skills through identifying links throughout artist's works.</p> <p>Unit 1 - comparisons of artists drawing techniques.</p> <p>Feeds forward to:</p> <p>Lesson 7 - developing image analysis skills and how to link meaning to visual aspects of art.</p>	<p>Self portrait</p> <p>Meaning</p> <p>Detail</p> <p>Personality</p> <p>Identity</p> <p>Painting</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Teacher will assess the completed theme page using a theme page assessment slip. <p>Students will have completed an image analysis by completing all questions and explaining their answers with why?</p>	<p>Images</p> <p>Pen</p> <p>Questions</p> <p>Sketchbook</p>	
<p>7</p> <p>How to look for details that</p>	<p>Reading images – The Two Frida's</p> <p>Students to start to learn how to read paintings. Discuss in groups what is going on in the image: What can you</p>	<p>Meaning</p> <p>Symbols</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 	<p>Two Frida's worksheet</p>	

<p>convey meaning.</p> <p>How to connect colour to emotion.</p> <p>How to link what they already know about the artist to understand the image in more detail.</p>	<p>see? What symbols can you identify? What do you think the symbols mean? What do you think Kahlo is trying to say in the painting?</p> <p>Students to use 'The Two Frida's' worksheet to dissect the painting and what they think it means. This involves copying out sections of the artwork and annotating them.</p> <p>Feeds on from: All unit image analysis, and Lessons 2 and 3 theme page information to develop image analysis skills through identifying links throughout artist's works.</p> <p>Feeds forward to: Lesson 8, where students will continue to analyse 'The Two Fridas'. Unit 5 - culture and the story behind the image.</p>	<p>Colour</p> <p>Detail</p>	<p>2. Teacher will assess the completed Two Frida's sheet by using the WWW (what went well) and EBI (even better if) comments.</p> <p>Students will have completed an image analysis by answering all questions and explaining their answers with 'why'.</p>	<p>Pen</p> <p>Watercolour</p> <p>Water</p> <p>Paint brushes</p>	
<p>8</p> <p>How to look for details that convey meaning</p> <p>How to connect colour to emotion</p> <p>How to link what they already know</p>	<p>Reading images – The Two Frida's</p> <p>Students will start to learn how to read paintings. Discuss in groups what is going on in the image: What can you see? What symbols can you identify? What do you think the symbols mean? What do you think Kahlo is trying to say in the painting?</p> <p>Students to use 'The Two Frida's' worksheet to dissect the painting and what they think it means. This involves copying out sections of the artwork and annotating them.</p>	<p>Meaning</p> <p>Symbols</p> <p>Colour</p> <p>Detail</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 Two Frida's sheet by using the WWW (what went well) and EBI (even better if) comments.</p> <p>Students will have completed an image analysis by completing all questions and explaining their</p>	<p>Two Frida's worksheet</p> <p>Pen</p> <p>Watercolours</p> <p>Water</p> <p>Paint brushes</p>	

about the artist to understand the image in more detail.	Feeds on from: All unit image analysis and Lessons 2 and 3 theme page information, to develop image analysis skills through identifying links throughout artist's works. Feeds forward to: Lesson 9, where students will take a Frida Kahlo Quiz.		answers with 'why'. Students will also need to add colour using watercolours on the worksheet.		
9 To assess the students' knowledge of Frida Kahlo, watercolours and culture.	End of unit Test Students will be introduced to the Frida Kahlo quiz, and have explained to them the rules of the quiz. Students will be complete the quiz to the best of their ability and the answers will be given in a group discussion and peer assessment. Feeds on from: The whole of Unit 4, development of image analysis and the use of line, tone and colour to convey meaning. Feeds forward to: Unit 5, developing image analysis skills and how to link meaning to visual aspects of art. Development of use of art medias and the use of line, tone and colour. Year 8, exploring meaning and analysis of images.	Meaning Watercolour Symbol Frida Kahlo Convey Processes	<ol style="list-style-type: none"> Students are to complete the test end of unit test in silence. Students will have 30 minutes to complete the test. Peer assessment- Students will mark each other's quiz answers using pink and green pens. Teachers will use group questioning to gain the current answers from the students. <p>Students work will have a completed outcome of all quiz questions answered to the best of their ability in their sketchbook.</p>	Test questions Pens Sketch books	
Unit 5: Dia de los Muertos ~ Cultural Differences					
1 How to complete a drawing assessment Students to know that they	Drawing Assessment Task Students are to complete a double page drawing of the animal skulls and bones. Students are to focus on shape, line, tone and mark making. Students need to review their last drawing assessment feedback to know what to focus on.	Skulls Anatomy Tone Line	<ol style="list-style-type: none"> Students are to complete a full hour drawing assessment in their sketchbooks, using a double page and their 6B pencil. 	Sketchbooks 6B pencils Rubbers	Reading task- https://kids.britannica.com/kids/article/Day-of-the-

<p>will be marked on their skills in: Line, Tone, Shape, Detail, Mark-making</p> <p>Students to focus on building their drawing using the basic drawing skills</p>	<p>Feeds on from: Unit 4 drawing assessment, to focus on improvements provided in assessment feedback from the last drawing assessment.</p> <p>Feeds-forward to: Year 9, Unit 1 - Drawing assessment.</p>		<p>5. 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>6. Teachers will assess the drawings with a drawing assessment slip.</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>Sharpener s</p>	<p>Dead/47135 <u>5</u></p>
<p>2 Introduces pattern and culture content, giving students another form of art to link to their basic art skills.</p> <p>Students to know the history behind the day of the dead.</p> <p>Students to know the connection between art and the event using</p>	<p>Introduction to Day of the Dead Students will be introduced to Day of the Dead, what the meaning is, how it's a celebration and the culture and art behind it. Students will have a group discussion comparing death in different cultures with day of the dead being the focus.</p> <p>Students will then create a title page for day of the dead, this will include a tile, definition and drawings of day of the dead patterns and skulls.</p> <p>Feeds on from: Unit 4 - reading image and culture, developing research and knowledge skills on different ways the arts are used in culture.</p> <p>Feeds forward to: Lessons 3 and 4, continuing to practice to basics of drawing. Giving meaning and context to art. Introduction to cultural arts.</p>	<p>Culture</p> <p>Day of the dead</p> <p>Cultural patterns</p> <p>Society</p> <p>Cultural differences</p>	<p>1. Group question session will be used to show learnt knowledge from their reading homework.</p> <p>2. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>Students will have completed a title page including a title, definition and drawing of 'a day of the dead' skull in colour using cultural patterns.</p>	<p>Sketch books</p> <p>Pens</p> <p>Pencils</p> <p>Information</p> <p>Images</p> <p>Glue</p>	

<p>colour and patterns.</p> <p>Students to analyse the differences between two cultures.</p>					
<p>3</p> <p>Students to begin to show knowledge on the event and how creative visuals are used to celebrate.</p> <p>Students gain research skills and develop their drawing skills.</p>	<p>DIA DE LOS MUERTOS Theme page</p> <p>Students are to start a double page on 'DIA DE LOS MUERTOS'.</p> <p>Students will answer questions such as</p> <p>What is 'DIA DE LOS MUERTOS'?</p> <p>What country does it happen in?</p> <p>What is it about?</p> <p>What rituals do people complete?</p> <p>What flowers are linked to the event?</p> <p>What is food is eaten?</p> <p>What do the patterns look like? Draw them</p> <p>Feeds on from:</p> <p>Unit 4 - reading image and cultural art, developing research and knowledge skills on different ways the arts are used. Lesson 2, where students were introduced to Day of the Dead/Dia De Los Muertos.</p> <p>Feeds-forward to:</p> <p>Lessons 4-6, where students will finish their theme page and complete a copy of a famous 'Day of the Dead' art piece which involved cultural patterns, objects and colours.</p>	<p>Celebration</p> <p>Patterns</p> <p>Life and Death</p> <p>Dia De Los Muertos</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Teacher will assess the completed theme page using a theme page assessment slip. <p>Students will have completed a title, information, meaning and how the work makes them feel? This will all be presented on a double page.</p>	<p>Sketch book.</p> <p>Information sheet</p> <p>Images of patterns and celebrations</p> <p>Glue</p> <p>Pen</p> <p>Pencils</p>	
<p>4</p> <p>Students to begin to show knowledge on the event and how creative visuals</p>	<p>DIA DE LOS MUERTOS Theme page</p> <p>Students are to complete a double page on DIA DE LOS MUERTOS.</p> <p>Students will answer questions such as</p> <p>What is DIA DE LOS MUERTOS?</p> <p>What country does it happen in?</p>	<p>Celebration</p> <p>Patterns</p> <p>Life and Death</p>	<ol style="list-style-type: none"> 3. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 	<p>Sketch book.</p> <p>Information sheet</p>	<p>Dead of the dead skull template for 3D handing decoration -</p>

<p>are used to celebrate.</p> <p>Students gain research skills and develop their drawing skills.</p>	<p>What is it about? What rituals do people complete? What flowers are linked to the event? What is food is eaten? What do the patterns look like? Draw them</p> <p>Feeds on from: Unit 4 - reading image and cultural art, developing research and knowledge skills on different ways the arts are used. Lesson 2, where students were introduced to Day of the Dead/Dia De Los Muertos.</p> <p>Feeds forward to: Lessons 4-6, where students will finish their theme page and complete a copy of a famous day of the dead art piece which involved cultural patterns, objects and colours.</p>	<p>Dia De Los Muertos</p>	<p>4. Teacher will assess the completed theme page using a theme page assessment slip.</p> <p>Students will have completed a title, information, meaning and how the work makes them feel? This will all be presented on a double page.</p>	<p>Images of patterns and celebrations</p> <p>Glue</p> <p>Pen</p> <p>Pencils</p>	<p>Students will colour the skull net, cut out the net and stick it together.</p>
<p>5</p> <p>Students to use their previous knowledge on shape, line, colour and tone to build upon a new skill of pattern drawing.</p> <p>Students to use research knowledge on Dia De Low Muertos to develop skills.</p> <p>Students to use this copy to develop pattern drawing skills.</p>	<p>Copy of a Dia De Los Muertos Artwork based on skulls</p> <p>Students are to start a copy of the 'Day of the Dead' artwork. Students will need to use colour pencils and focus on the cultural patterns. This will allow the students to practice their pattern drawing skills</p> <p>Feeds on from: Units 1,2 and 3 - basic drawing skills of shape, line, colour and tone. Develops skill of linking art to background context. Lessons 2-4, where students have built knowledge on day of the dead and the patterns and colours involved.</p> <p>Feeds forward to: Lesson 6, where students will finish the copy of the image. Lesson 7, where students will design their own day of the dead skull.</p>	<p>Skulls</p> <p>Continuous patterns</p> <p>Art Mirroring</p> <p>Culture</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 throughout the lesson to develop the students work.</p> <p>Students will have completed an A4 copy of a 'Day of the Dead' artwork, including cultural pattern and colours.</p>	<p>Images to refer to.</p> <p>Sketchbooks</p> <p>Pen</p> <p>Pencils</p> <p>Oil Pastels</p> <p>Watercolours</p>	

<p>6</p> <p>Students to use their previous knowledge on shape, line, colour and tone to build upon a new skill of pattern drawing.</p> <p>Students to use research knowledge on Dia De Low Muertos to develop skills.</p> <p>Students to use this copy to develop pattern drawing skills.</p>	<p>Copy of a Dia De Los Muertos Artwork based on skulls</p> <p>Students are to complete a copy of the day of the dead artwork. Students will need to use colour pencils and focus on the cultural patterns. This will allow the students to practice their pattern drawing skills</p> <p>Feeds on from: Units 1,2 and 3 - basic drawing skills of shape, line, colour and tone. Develops skill of linking art to background context. Lessons 2-4 where students have built knowledge on day of the dead and the patterns and colours involved.</p> <p>Feeds forward to: Lesson 7, where students will design their own day of the dead skull.</p>	<p>Skulls</p> <p>Continuous patterns</p> <p>Art Mirroring</p> <p>Culture</p>	<ol style="list-style-type: none"> 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>Students will have completed an A4 copy of a 'Day of the Dead' artwork, including cultural pattern and colours.</p>	<p>Images to refer to.</p> <p>Sketchbooks</p> <p>Pen</p> <p>Pencils</p> <p>Oil Pastels</p> <p>Watercolours</p>	
<p>7</p> <p>Students need to know how to put research into practice but using their pattern and image research to inspire their own designs.</p>	<p>Design template for ceramic skulls</p> <p>Students are to put all their research and pattern practice into a design for a ceramic skull.</p> <p>Students are to complete a full colour design on a skull template. The skulls are to convey celebration of life and be inspired by all the patterns and colours they have research and used.</p> <p>This is the design they will use for their ceramic skull. This design needs to be completed in full colour.</p> <p>Feeds on from: Lessons 2-8, 'Day of the Dead' research and cultural pattern drawing practice.</p> <p>Feeds forward to:</p>	<p>Design</p> <p>Pattern</p> <p>Layout</p> <p>Template</p> <p>Culture</p>	<ol style="list-style-type: none"> 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. 3. Self-assessment – Students will use the WWW and EBI comments to evaluate their 3D piece. <p>Students will have completed a 3D ceramic skull carved and</p>	<p>Skull template</p> <p>Pencil</p> <p>Colours</p> <p>Sketchbook</p>	

	<p>Lessons 8-9, students will make their skull plan into a final piece. Students will turn a 2D plan into a 3D final piece.</p>		<p>Painted with cultural patterns to create a day of the dead skull.</p>		
<p>8</p> <p>How to use clay to create a 3D piece.</p> <p>How to develop a 2D design into a 3D.</p> <p>How to create an art piece for commission.</p>	<p><u>Ceramic Skulls -</u> Students to make their own 'Day of the Dead' skull in ceramics. This is a brief from Rye Art Gallery, and they are commissioning the skulls for sale in the gallery! These will be up for sale to the public, so they need to be professional and well made! Make them colourful, covered in patterns, bonkers and brilliant!</p> <p>The process to making the shape of the skull will be model by head tech. Students will then make the shape of the skull and add any carvings into the skull based on the design sheet. Remember to leave enough time for clearing up and explain the lesson clearly, ensure it is also written on the board.</p> <p>Feeds on from: Cultural pattern research and drawing practice using line, shape and tone units. Lesson 7, design for 3D.</p> <p>Feeds forward to: Lesson 9, where students will add paint and detail to their 3D skull. A development of a new skill in 3D form. How to use sculpture and link own art piece to research and a theme. Year 8, pattern design. Year 9, 3D design unit.</p>	<p>3D</p> <p>Sculpture</p> <p>Clay</p> <p>Design</p> <p>Cultural patterns.</p>	<p>4. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>5. Verbal feedback will be given throughout the lesson to develop the students work.</p> <p>6. Self-assessment – Students will use the WWW and EBI comments to evaluate their 3D piece.</p> <p>Students will have completed a 3D ceramic skull carved and painted with cultural patterns to create a day of the dead skull.</p>	<p>Skull Design</p> <p>Clay</p> <p>Water</p> <p>Clay tools</p> <p>Aprons</p>	
<p>9</p> <p>How to use glaze on ceramics.</p>	<p><u>Ceramic Skulls –</u> Students are to add colour to their ceramic skulls using coloured glaze'. Head Tech will model how to use the glaze and the health and safety involved.</p>	<p>Glaze</p> <p>Colour</p> <p>Kiln</p>	<p>7. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p>	<p>Glaze</p> <p>Paint Brush</p> <p>Skull Design</p>	

<p>How to follow a design and adapt to painting patterns using line and shape on 3D.</p> <p>Students will build knowledge in the glaze processes and health and safety around ceramics.</p>	<p>Students will have the lesson to add colour and paint more patterns and details onto the skulls.</p> <p>Once done, students need explain how their skulls represents celebration of life.</p> <p>Feeds on from: To cultural pattern research and drawing practice using line, shape and tone units. Lesson 7, design for 3D.</p> <p>Feeds forward to: A development of a new skill in 3D form. How to use sculpture and link own art piece to research and a theme. Year 8, pattern design. Year 9, 3D design unit.</p>		<ol style="list-style-type: none"> 8. Verbal feedback will be given throughout the lesson to develop the students work. 9. Self-assessment – Students will use the WWW and EBI comments to evaluate their 3D piece. <p>Students will have completed a 3D ceramic skull carved and painted with cultural patterns to create a 'Day of the Dead' skull. Students will add a www and ebi about their 3D skulls in their books.</p>	<p>Aprons</p>	
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