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| Year 7 KS3 Art | **Topic:** Formal Elements  **Period:** Autumn 1 |
| **Overview of topic:**  This half-term begins with the first KS3 Art Assessment of the year (there will be a second assessment held in February/March). There will also be some organisational tasks, such as labelling class sketchbooks and homework sketchbooks, explaining the new Art vocabulary lists and the Art Department ‘Basics’ (ground rules), etc.  There will then be an introduction to the Formal Elements project. This project is intended to ensure all students have a sound understanding of the formal elements of art and design. The formal elements form the basis of the language of art; they consist of eight visual parts: *line, colour, form, shape, value, texture, space,*and*movement*. Early on, students will practise creating value scales using tonal shading and line (mark making), pencil shading exercises (tone and perspective use to create the illusion of form and depth (3D shapes) etc.), as well as start to learn how these simple tasks become the building blocks of creating a good drawing. They will also learn about human vision, how we see, and how understanding this can make us better at drawing. Students will use this knowledge to help them draw the proportions of the head and facial features later on.  Students will also be shown how Art homework is set and checked and they will be encouraged to join the WLD Drawing Club and lunch time. | |
| **Key** **knowledge:**   * Symmetry * Grid drawing techniques * Learn the 8 Formal Elements (line, tone, colour, shape, texture, form, space, movement) * Visual literacy * Understanding ‘how to see’ * Human perception * Proportions of the head * Human facial features   **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Literacy, illusion, sight, vision, perception, facial features | Symmetry, grid drawing, Formal Elements, line, tone, colour, shape, texture, pattern, form, space, positive and negative space, visually, observational, tonal shading, artistic vocabulary, mark making, observational | | **Key skills:**  ***Know how to…***   * Create a grid drawing * Draw from observation * Add tonal shading * See and simplify tonal values * Create the illusion of form and depth * Use mark making (line, pattern, texture) |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***   * WLD Drawing Club * GCSE Art support – lunch and after school * Art competitions will be promoted * In person and virtual gallery visits * Professional advice/guidance from Mr Sharples (as a practising artist) | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**  ‘Reading Warriors’ technique used to support students in accessing texts and communicating their ideas about artwork.  Artist analysis – using bibliography information and associated texts to analyse the work of different artists to directly inform their own work.  **Wider Reading Opportunities/Links:**  Tate – articles School library – art/artist books |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |