

KS3 Module 1: An Introduction to Drawing and Shading <i>(Year 7 Module 1 of 3 – start date W.C. 6.9.21)</i>	KS3 Module 2: An Introduction to Colour Theory <i>(Year 7 Module 2 of 3 – start date W.C. 17.01.22)</i>	KS3 Module 3: An Introduction to Mark Making <i>(Year 7 Module 3 of 3 – start date W.C. 25.04.22)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>KTC1 & KTC2: To have Knowledge which underpins how to record some ideas and observations inspired by a source independently with some confidence.</p> <p>KTC1 & KTC2: To have knowledge of line, tone, colour, pattern, texture and mark-making skills to develop and express your ideas and observations in different media, materials and techniques independently with some confidence.</p> <p>KTC3: To know how to develop and show a personal response that makes a visual connection to a source independently with some confidence.</p> <p>KTC4: To Know how to describe and explain a source, (critical studies) using specific Knowledge. E.g. Formal Elements of Art and Design (Visual Language) independently with some confidence.</p>		
<p>What is Sketching?</p> <p>KTC1 & KTC2: How to SKETCH the 4 Basic forms accurately and in proportion</p> <p>KTC1 & KTC2: How to exercise pencil control when sketching and shading</p> <p>KTC1 & KTC2: How to describe the difference between Tone and Shading</p> <p>KTC2: To know how light informs tone</p> <p>KTC4: To know that tone is a key feature Jim Dine’s ‘Tools Series’ work</p> <p>KTC4: To know and understand the key words/powerful vocabulary associated with the module.</p>	<p>KTC2: What is Colour?</p> <p>KTC2 - How do Identify primary, secondary and tertiary colours</p> <p>KTC2: How the colour groups are created</p> <p>KTC2: The sequence of the colour wheel and where the colour groups sit on it</p> <p>KTC2: To be able to identify other colour groups like Warm/Cool and Complementary and where they sit on the colour wheel</p> <p>KTC4: To know that Colour and Pattern are key features in the work of Sonia Delaunay</p> <p>KTC1& KTC3: To understand how to combine formal elements of Art to create imaginative responses to themes according to a given brief - specifically, to create a design inspired by the shapes in Delaunay’s compositions</p> <p>KTC4: To know and understand the key words/powerful vocabulary associated with the module.</p>	<p>KTC2: What is a mark?</p> <p>KTC2: How a repeated mark creates a pattern</p> <p>KTC2: How marks can suggest texture</p> <p>KTC1 & KTC2: - How to recall the shading tips and apply them to the mark making techniques of stippling, hatching, cross hatching and scribbling (scumbling)</p> <p>KTC4: To know that Colour, pattern and texture are a key feature in the work of Mark Hearld.</p> <p>KTC1 & KTC3: To understand how to combine formal elements of Art to create imaginative responses to themes according to a given brief - specifically to create a mobile bird inspired by and decorated in the style of the artist Mark Hearld</p> <p>KTC4: To know and understand the key words/powerful vocabulary associated with the module.</p>

Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>ST1 & STC2: To be able to record the Formal elements of Art and Design (visual language) in observational drawing independently with some confidence.</p> <p>ST1 & STC2: To be able to record tonal shading, colour blending / mixing and mark-making skills in observational drawing and ideas independently with some confidence.</p> <p>STC 3: To be able to describe and explain sources (critical studies) using some subject specific language independently with some confidence.</p> <p>ST4: To be able to apply some reflection and evaluation skills to tasks and activities independently with some confidence.</p>		
<p>ST1: To be able to sketch using appropriate pressure and line</p> <p>ST2: To be able to create smooth even tone using a graphite pencil</p> <p>ST2: To be able to create a tonal gradient using a graphite pencil</p> <p>ST2: To be able to apply the tonal gradient to the basic forms ensuring the shadows and highlights are in the correct place</p> <p>STC3: To be able to describe the types of tone used in the work of Jim Dine using the key words/powerful vocabulary</p> <p>STC4: To be able to express an opinion about the work of Jim Dine using the key words/powerful vocabulary.</p>	<p>ST2: To be able to identify the colour groups correctly and place them on the colour wheel</p> <p>ST2: To be able to mix secondary and tertiary colours using the primary colours using colour pencils</p> <p>ST2: To be able to apply shading skills to using colour pencil to create smooth even shading</p> <p>ST2: To be able to mix paint to the right consistency and use a brush correctly</p> <p>STC2 & ST4: To apply the Complementary colours to a Mandala inspired design</p> <p>ST2: To be able to apply shading skills to using oil pastels and to create smooth even shading</p> <p>STC2 & STC 4: using oil pastels to apply the Warm and Cool colours to an appropriate design</p> <p>STC3: To be able to describe the types of shapes and colours used in the work of Sonia Delaunay using the key words/powerful vocabulary</p> <p>STC4: To be able to express an opinion about the work of Sonia Delaunay work using the key words/powerful vocabulary</p> <p>STC1, STC3 &STC4: To be able to create a design using shape, colour and tone as appropriate, inspired by Sonia Delaunay.</p>	<p>ST2: To be able to identify and describe 'marks'</p> <p>ST2: To be able to create marks using a range of media</p> <p>STC3: To be able to describe the types of colours, patterns and marks featured in the work of Mark Hearld using the key words/powerful vocabulary</p> <p>STC3 &STC4: To be able to create a design using shape, colour, pattern and texture inspired by Mark Hearld</p> <p>STC1 & ST2: To be able to use 'found' objects and printmaking techniques to create mixed media artwork.</p> <p>STC1 & ST2: To be able to cut out and fold neatly to produce a mobile bird.</p>

KS3 Module 4: Drawing and Shading Revisited <i>(Year 8 Module 1 of 3 – start date W.C. 25.04.21)</i>	KS3 Module 5: Colour Theory Revisited <i>(Year 8 Module 2 of 3 – start date W.C. 28.6.21)</i>	KS3 Module 6: Mark Making Revisited <i>(Year 8 Module 3 of 3 – start date W.C.)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>KTC1 &KTC2 -To recall how to exercise pencil control when sketching and shading</p> <p>KTC1 & KTC2: How to describe the difference between pressure shading and colour blending/layering</p> <p>KTC1: To know how to use the grid method to enlarge drawings when working from secondary sources</p> <p>KTC2 -To understand that it is possible to transfer colour blending skills from one media to another</p> <p>KTC1: What is a portrait? The difference between Abstract and Realistic portraits</p> <p>KTC1 & KTC2: To understand that to draw a portrait is a challenging task that requires precision and use of strict rules.</p> <p>KTC1 & KTC2: How to use guidelines and mapping to create accurate proportions and features on a face.</p> <p>KTC1 & KTC2: To understand about proportion, symmetry and scale and how these are at the forefront of adding accurate details to a portrait.</p> <p>KTC3: To understand and identify the key features of Picasso’s Cubist Portraits</p> <p>KTC1& 3 - To understand how to combine formal elements of Art to create imaginative responses to themes according to a specific brief</p> <p>KTC2: To recall how light informs tone and where the shadows and highlights would be on a face</p> <p>KTC 3: To know the key words/powerful vocabulary associated with the module.</p>	<p>KTC2:Recall what is Colour?</p> <p>KTC2: Recall the main colour groups and their order of sequence on the colour wheel</p> <p>KTC2: Recall how colours are created</p> <p>KTC4: What are Tints, Tones and Shades and how you create them using a range of media</p> <p>KTC1& KTC3: To understand how to combine formal elements of Art to create imaginative responses to themes according to a specific brief – specifically to create a design based upon the theme of a chess board using Analogous colours.</p>	<p>KTC2:Recall what is a mark?</p> <p>KTC2: Recall how marks can create pattern, texture and tone.</p> <p>KTC1&KTC2: How to recall the shading tips and apply them to the mark making techniques of stippling, hatching, cross hatching and scribbling (scumbling) to create a tonal gradient</p> <p>KTC4: To know that colour, pattern and texture are key features in the work of the artist Fabric Lenny</p> <p>KTC1& KTC3: To understand how to combine formal elements of Art to create imaginative responses to themes according to a given brief - specifically to create a 3D papier mache sculpture inspired by and decorated in the style of Fabric Lenny</p> <p>KTC3 & KTC4: understand how to construct a basic 3D structure using cardboard and tape</p> <p>KTC2: To understand how the application of strips of newspaper and paste achieves strength and a smooth finish when done methodically.</p>

Skill What pupils will be able to do	Skill What pupils will be able to do	Skill What pupils will be able to do
<p>ST2: To be able to create smooth even tone using colour pencils</p> <p>ST2: To be able to create a tonal gradient using colour pencils</p> <p>STC2 – To be able to create a tonal gradient using colour blending/layering techniques</p> <p>ST2: To be able to transfer the colour blending/layering techniques to a different media and a range of subject matter</p> <p>STC1 & STC2 – To be able to draw a portrait from first hand observation using guidelines</p> <p>STC3 & STC4 - To be able experiment with, and applying knowledge of Picasso's Cubist Portraits to create a Cubist Portrait.</p> <p>ST2: To be able to add tone to our Cubist Portrait, ensuring the shadows and highlights are in the correct place</p> <p>STC3: To be able to apply colour blending/layering techniques to oil pastels</p> <p>STC4: To be able to express an opinion about Picasso's Cubist Portraits work using the key words/powerful vocabulary and subject specific language from previous modules</p>	<p>ST2: To be able to mix secondary and tertiary colours using the primary colours</p> <p>ST2: To be able to apply shading skills to using colour pencil to create smooth even shading</p> <p>ST2: To recall how to mix paint to the right consistency and to be able to create Tints, Tones and Shades</p> <p>STC2: To apply the Tints, Tones and Shades to an appropriate design</p> <p>STC1 & STC2: To be able to create Tints, Tones and shades using oil pastels and apply to an appropriate drawing</p> <p>STC1, STC3 & STC4: To be able to create a design using shape, colour and tone as appropriate, inspired by the theme of a chess board and applying an analogous colour scheme</p> <p>ST2: To be able to apply the shading skills to using water paint to create smooth painting</p>	<p>ST2: To be able to identify, describe and create 'marks'</p> <p>ST2: To be able to create tone using the mark making techniques of stippling, hatching, cross hatching and scribbling (scumbling)</p> <p>STC3 - To be able to describe the types of colours, patterns and marks featured in the work of the artist Fabric Lenny</p> <p>STC3 & STC4: To be able to create a design for a 3D sculpture inspired by Fabric Lenny</p> <p>STC3 & STC4: To be able to translate that design into a 3D sculpture using basic construction techniques</p> <p>STC1 & ST2: To be able to apply papier mache to achieve a smooth finish</p>

KS3 Module 7: Advanced Mark Making <i>(Year 9 Module 1 of 3 – start date W.C. 22.11.21)</i>	KS3 Module 8: Advanced Colour Theory <i>(Year 9 Module 2 of 3 – start date W.C. 7.2.22)</i>	KS3 Module 9: Advanced Drawing and Shading <i>(Year 9 Module 3 of 3 – start date W.C. 25.4.21)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>KTC2: Recall what is a mark? KTC2: Recall how marks can create pattern, texture and tone. KTC1&2 - Recall the shading tips and apply them to the mark making techniques of stippling, hatching, cross hatching and scribbling (scumbling) to create a tonal gradient</p> <p>KTC4:To know that colour, pattern and texture are key features in the work of the artist John Scarpace KTC1& 3 - To understand how to combine formal elements of Art to create imaginative responses to themes according to a given brief - specifically to create a large scale painting based upon the work of John Scarpace KTC2:To</p>	<p>KTC2: Recall what is Colour? KTC2: Recall the main colour groups and their order of sequence on the colour wheel KTC2: Recall how colours are created KTC2 - What are the properties of colour? KTC2: What are the psychological effects of colour? How can colour be used to create mood and meaning in artwork? KTC1 & KTC2: What are the more complex colour groups – monochromatic, split complementary, triadic, tetradic KTC1& 3 - To understand how to combine formal elements of Art to create imaginative responses to themes according to a given brief – specifically to create a design based upon the theme of a ‘#Still Life’ applying a chosen complex colour scheme.</p>	<p>KTC1 & KTC2: Recall the properties of line used when sketching KTC1 &KTC2 -Recall the ‘tips’ on how to exercise pencil control when shading KTC2: Recall how light informs tone KTC1 & KTC4: To understand that observation is the key to accurate realistic drawings and the drawing techniques will enable them to be more successful artists Recall shading and mark making techniques How do you apply mark making shading techniques to colour? Recall basic construction and papier mache skills How do you manipulate paper to create relief effects? Knowledge of formal elements refined and in many cases mastered including the ability to make decisions independently.</p>
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>ST2: To be able to identify, describe and create ‘marks’ with greater control and complexity ST2: To be able to create continuous tone using the mark making techniques of stippling, hatching, cross hatching and scribbling (scumbling) following the shape of the subject matter STC 1 and STC2: to be able to show precision and control in their use of pencil and other tools used to complete their work. All knowledge of previous drawing tips and techniques will show progress and improvement over time. STC3: To be able to describe the types of colours, patterns and marks featured in the work of the artist John Scarpace STC4: To be able to express an opinion about the work using the key words and an increasingly growing subject specific vocabulary STC3 & STC4: To be able to create a personal response based upon the work of John Scarpace . To be able to</p>	<p>STC2: recall how to mix secondary and tertiary colours using the primary colours STC2: recall how to apply shading skills to using colour pencil to create smooth even shading To be able to apply the properties of colour to ST2: recall how to mix paint to the right consistency and to able to create Tints, Tones and Shades within colour schemes STC2: To apply the Tints, Tones and Shades to an appropriate design STC1 & STC2: To be able to create Tints, Tones and shades using oil pastels and apply to an appropriate drawing and apply them to an appropriate design source</p> <p>STC1 & STC4: Apply more advanced colour development. Show innovative and skilful use of oil pastel application and blending.</p>	<p>To be able to exercise hand eye coordinantion and close observation to able to complete drawing technique tasks, blind contour, continuous line, non-dominant hand etc To be able</p> <p>To be able to re-create close – up mixed media art work based upon a natural form To be able to create colour and texture effects with different media and tools To be able to match the (often complex) colours on the objects. To be able to make their own decisions about the most effective colour media to use.</p>

<p>analyse the artist's work and use that information to influence their own work.</p> <p>STC3 & STC4: To be able to translate that design into a large scale painting/printmaking piece</p> <p>STC3 & STC 4: Demonstrate more advanced and skilful use of paint application, being able to blend colours using tempera paint.</p>		
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