

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i><u>Knowledge Prior/recall/taught</u></i>	Colour theory looking at the work of Wayne Thiebaud. Building on drawing skills and prior knowledge of colour learnt in primary school.	Continuing with project, focusing on designing and building a 3D cake from recycled materials. Retrieval: colour schemes, complementary, analogous.	Revisit colour theory this time looking at the artist Henri Rousseau. Drawing becomes more sophisticated as students are required to carefully draw animals in proportion.	Continuing with project designing and painting a low relief jungle scene. Retrieval: colour theory - tonal scales.	Revisit colour theory looking at the work of Niki de Saint Phalle. Closely looking at complementary colours.	Design and make a low relief tile. Using skills learnt in previous projects e.g. manipulating and applying tissue paper.
Skills Recall of knowledge and skills will be interleaved throughout the SOW	Mixing a tonal scale, painting the colour wheel using poster paint, observational drawing.	Planning, selecting, 3D model building, applying tissue paper, imitating colour used by the artist.	Observational drawing, colour theory mixing tonal scales in watercolour.	Composition, Watercolour, cutting and selecting appropriate images	Observational drawing, composition and pattern.	Understanding layout: Designing and planning own work. Colour theory, focusing on pattern and complementary tones.
Key Questions	What is special about primary colours? What skills do you need to be able to paint successfully?	What did you learn about observational drawing and how to draw 3D shapes?	Why is it important to look? What do you need to do to be able to draw from observation successfully?	Why is composition important in art?	What did you learn about pattern and the use of colour in this artist's work?	Give me some examples of how you can manipulate paper/cardboard
Assessment	Peer and self assessment, class discussions, questioning, teacher feedback and target setting.	Peer and self assessment, class discussions, questioning, teacher feedback and target setting https://docs.google.com/document/d/1sUJKSxSYG06k1V7X6KAi_RdJLFNaXJNHluyKxV_E1-U/edit?usp=sharing	Peer and self assessment, class discussions, questioning, teacher feedback and target setting	Peer and self assessment, class discussions, questioning, teacher feedback and target setting. https://docs.google.com/document/d/1sUJKSxSYG06k1V7X6KAi_RdJLFNaXJNHluyKxV_E1-U/edit?usp=sharing	Peer and self assessment, class discussions, questioning, teacher feedback and target setting	Peer and self assessment, class discussions, questioning, teacher feedback and target setting. https://docs.google.com/document/d/1sUJKSxSYG06k1V7X6KAi_RdJLFNaXJNHluyKxV_E1-U/edit?usp=sharing
Literacy/numeracy/SM SC/Character	Planning out pages - measuring lines for date and title and feedback. Composition and dividing of pages Art vocabulary used through discussion and written work, exploring how you might create an idea based on	Measuring and making nets for making 3D shapes. Composition and dividing of pages Art vocabulary used through discussion and written work. Learning log used to allow students to reflect on their own ideas, using	Planning out pages - measuring lines for date and title and feedback. Composition and dividing of pages Art vocabulary used through discussion and written work, exploring how you might create an idea based on your cultural	Composition and dividing of pages, foreground, middle ground and background, rule of thirds. Art vocabulary used through discussion and written work. Learning log used to allow students to reflect on their own ideas, using	Planning out pages - measuring lines for date and title and feedback. Composition and dividing of pages Art vocabulary used through discussion and written work, exploring how you might create an idea based on	Scaling up, composition and planning out design so that it is in proportion. Art vocabulary used through discussion and written work. Learning log used to allow students to reflect on their own ideas, using

	your cultural background and the environment that you live in. Learning log used to allow students to reflect on their own ideas, using learning habits, writing frames, tier 2 and 3 words.	learning habits, writing frames, tier 2 and 3 words.	background and the environment that you live in. Learning log used to allow students to reflect on their own ideas.	learning habits, writing frames, tier 2 and 3 words.	your cultural background and the environment that you live in. Learning log used to allow students to reflect on their own ideas.	learning habits, writing frames, tier 2 and 3 words.
Enrichment opportunities and futures	Art club Tuesday after school to refine classwork, complete homework or engage in a separate task. Haydon art department instagram - teachers can post images and info. Notice board displaying current exhibitions and art activities in the wider community.	Art club Tuesday after school to refine classwork, complete homework or engage in a separate task. Do Now activities, showing artists work from different times and cultures, what's on, videos to show artists working, TED talks.	Art club Tuesday after school to refine classwork, complete homework or engage in a separate task. Do Now activities, showing artists work from different times and cultures, what's on, videos to show artists working, TED talks.	Art club Tuesday after school to refine classwork, complete homework or engage in a separate task. Do Now activities, showing artists work from different times and cultures, what's on, videos to show artists working, TED talks.	Art club Tuesday After school to refine classwork, complete homework or engage in a separate task. Do Now activities, showing artists work from different times and cultures, what's on, videos to show artists working, TED talks.	Art club Tuesday after school to refine classwork, complete homework or engage in a separate task. Do Now activities, showing artists work from different times and cultures, what's on, videos to show artists working, TED talks.
Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Plastic and the environment. Designing and making a 3D model of a sea creature building on prior skills learnt in year7. Independent research and observational drawing in a range of media.	Plastic and the environment. Designing and making a 3D model of a sea creature building on prior skills learnt in year7. Discussions on how artists use topical issues to make art and the importance of protecting the planet.	Insect project - building on previous drawing skills learnt in year7. Students complete observational drawings of insects from life and 2D images. Begin to develop knowledge of properties and constraints of a range of media.	Continue to use a range of drawing techniques and media to create- Realistic and expressive outcomes.	Revisiting composition, pattern and colour, students select their own theme and design a 2D artwork showing inspiration from the artist David Shillinglaw and Jon Burgerman.	Composition, incorporating drawing, typography and pattern. Working on different layered surfaces, using skills learnt in previous project.
Knowledge:						
Skills	Understanding the importance of recycling and how these products can be used to make artwork. 3D media manipulation.	Understanding how our oceans and planet are being filled with rubbish and that we have the power and knowledge to do something about it.	Observational drawing, noticing. Understanding tone- to make a drawing look 3D. Learning how to create an interesting surface.	Using mark making to refine work. Using other materials linking to artist's work and showing skills in presentation.	Observational drawing in a range of media. Building on previous skills in pattern and composition.	Planning and selecting, refining.
Recall of knowledge and skills will be interleaved throughout the SOW						
Key Question	Why do you think we are doing this project? What have you learnt about the damage we are doing to our	What can we all do to help combat this? Why is this happening? Is there a solution?	What is noticing? What is mark making?	What are the similarities and differences between realistic drawings and expressive art works?	What is successful about David Shillinglaws work? What is an idiom?	How have you used the artist's work to develop your final outcome?

