**Colton Hills Community School medium term planning**

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| **Topic title:**  .. What is Art? | **Year: 7**… **Term:** Autumn… | **Why we teach this:** To encourage students to question what art is, to consider what makes something valuable r significant and to question purpose and meaning … | **Why we teach this here:** This acts a s a baseline for the KS3 curriculum, encouraging students to broaden their views about art and articulate opinions as a basis for further discussion. … | |
| **Big questions:**  **How do we define art?**  **How do we assess value in art?**  **How do we explain our views to others?**  **How do we respond to others when we disagree with their views?**  **What materials do different artists use?**  **What methods and techniques do artists use?**  **How do I create my own pieces of unique art?** | | **Builds on previous topics:**  No previous art at CHS but students will be asked to reflect upon what they learnt at primary school… | **Links to future topics:**  …the ability to discuss value and meaning in art and the ability to articulate and justify opinions will be used throughout the secondary curriculum when discussing works of art. | |
| **Key knowledge & skills:**  **Action painting/abstract art**  **Op Art**  **Tonal drawing/photography**  **Observational drawing**  **Application of paint**  **Speaking and listening: Articulating views, justifying opinions, listening to other points of view.** | **Key knowledge continued:** | |
| **Skills developed:**   * Formal drawing skills, depiction of shape, form, tone, colour and texture. * Modelling * Recording 3D work * Accurate use of fineliner | |
| **Mini/Interim assessments:**   * Peer and self-assessments on practical tasks   **Termly summative assessment:**  …Formative assessment on progress towards track | | **Independent study tasks/resources:**  …Research into art that students’ consider to be valuable artworks and those that they feel do not constitute Art. Justification of views | **Key vocabulary 1:** …action painting  Abstract art  Observational  Tone  Texture  Form  Proportion  Texture | **Key vocabulary 2:**  … Justify  Opinions  Appreciate  Value  Materials  techniques |
| **Cultural capital opportunities:** …  **Researching a range of Art in galleries online that may not previously have been considered.** | | **Whole school Curricular Concept links:** … |

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| Learning objectives | Tasks |  |
| Week 1   * To contemplate the question – what I art?. * To learn about the key elements of creating an action painting. * To learn how to articulate views and justify opinions in whole class discussion. | Discuss and consider the big question ‘what is art?’…Look at power point about Jackson Pollock, discuss materials, techniques, purpose and value.  Create own action painting on a smaller scale | * Small questions   What is Art? What is action painting – is it really art? |
| * Retrieval focus   What art did they look at in primary school? - discuss. |
| * Independent study   To complete any unfinished work |
| Week 2   * To gain an understanding of how people view art differently * To question the value and purpose of different types of art * To create a small-scale abstract assemblage with Lego bricks. | Look at power point about Carl Andre’s pile of bricks, discuss materials, techniques, purpose and value. Examine contrasting opinions at the time  Create own pile of bricks on a smaller scale using Lego. Record for sketchbook | * Small questions   Who is the artist? What media do they use? How can you create a piece of artwork like theirs |
| * Retrieval focus |
| * Independent study   …Find a piece of art that you think is a good example of quality work. Record information about the work. Justify opinions. |
| Week 3   * To understand what Op art is and how to create it * To learn the techniques and processes of making an Op art piece of work * To be able to create an effective black and white piece of Op art | Look at power point about Op art and Bridget Riley discuss materials, techniques, purpose and value.  Create own piece of Op art in fine liner pen  A black and white checkered surface  Description automatically generated with medium confidence | * Small questions   What is Op art? What makes an effective piece of Op art? Who is Roy Lichtenstein? |
| * Retrieval focus   Working with geometric shapes |
| * Independent study   To complete any unfinished work. |
| Weeks 4-5   * To understand what a still life is and how to create your own * To learn how to draw accurately from observation recording proportion properly * To demonstrate accuracy in the application of paint | Look at power point about Michael Craig Martin, discuss materials, techniques, purpose and value.   1. Create own still life painting on a smaller scale 2. Demo use of water colours to create flat, opaque finish. Students apply t observational 3. drawings from last lesson. | * Small questions * What is observational art? What is a still life? Who is Michael Craig Martin? How can I paint in his style? |
| * Retrieval focus   The formal elements used in observational drawing. How to apply watercolour paint |
| * Independent study   Find a piece of art that you think is not really ‘Art’ Record information about the work. Justify opinions. |

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| Week 6   * To understand how to improve own practical work * To learn how to manage time effectively to complete work to deadlines | jj  D.I.R.T lesson  Complete any unfinished work, improving as necessary. | * Small questions   What do I need to finish? How can I improve my work further? |
| * Retrieval focus   Review own practical work – improve with reference to teacher feedback |
| * Independent study   To complete any unfinished work. |