

# OCL ART Medium-Term Plan

<b>Subject</b>	VISUAL ART	<b>Year Group</b>	7-9	<b>Unit title</b>	The foundations – line tone texture shape colour
<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>to investigate key concepts #1 #2 (Artists tell stories/Artists follow (and break) rules)</li> <li>to embed foundational, technical skills in using different materials and processes</li> <li>to learn and practise a range of technical skills in a variety of media with a focus on control and accuracy from observation</li> <li>to be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing</li> <li>to develop work in 2d (and 3d) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome</li> <li>to study initially more familiar, then increasingly less familiar and more complex works of art and artists</li> <li>to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture</li> <li>to develop complex and subject specific vocabulary which they will be able to use in describing work</li> </ul>					
<p><b>Competence: recognise and begin to use art language to recite 'story'. Observe and accurately record. Use different processes and materials. Broaden world knowledge</b></p> <p><b>Character: develop patience, resilience, self-control. Problem solve. Take appropriate risks. Demonstrate inclusive behaviours – histories/cultures/stories in Art history</b></p> <p><b>Community: develop routines for working sustainably. Promoting ambition/quality education</b></p>					
<b>Aims/outcomes</b>		<b>Teacher preparation required</b>			
T - thinking	<ul style="list-style-type: none"> <li>Develop observation skills</li> <li>Use subject terminology (what)</li> <li>Recognise formal elements in works of others</li> <li>Identify formal elements</li> </ul>	<ul style="list-style-type: none"> <li>Collecting resources</li> <li>Making exemplar work</li> <li>Collecting and selecting information on selected artists' work (see example)</li> <li>Oasis habits</li> <li>SDGs 4 and 12</li> <li>Preparing grid (lesson 7)</li> </ul>			
E - exploring	<ul style="list-style-type: none"> <li>Drawing skills (WOL/tone(value)/mark making/enlarging) – telling a story</li> <li>Printing skills</li> <li>Experience different methods (tools etc.)</li> </ul>				
R - recording	<ul style="list-style-type: none"> <li>Observation skills</li> <li>Drawing skills</li> <li>Using subject terminology (what)</li> <li>Recognise formal elements in works of others</li> </ul>				
M - Making	<ul style="list-style-type: none"> <li>Experience different media</li> </ul>				
<b>Prior learning required</b>	<b>Supporting and challenging all learners</b>			<b>Tracking progress</b>	
<p>No prior learning required for SOL 1 in Y7-9 2021/22.</p> <p>Students will arrive with varying experiences of Art and Design from Primary phase</p>	<p>Scaffold and stretch</p> <ul style="list-style-type: none"> <li>Complexity of drawing source material</li> <li>Left handed/right handed worksheets/presentation methods</li> <li>Tools available – hardness of pencil etc.</li> <li>Resources – e.g. grids</li> <li>See, know, think information complexity differentiated where appropriate</li> </ul>			<ul style="list-style-type: none"> <li>Continual formative – teacher based</li> <li>Summative assessment point at end of unit (TERM)</li> <li>Self-assessment - self-reflection an integral skill to be developed (because, but, so)</li> <li>Peer discussion</li> </ul>	



## Termly overview\*

Title	Objectives
What is a line?	To understand what a line is (weight of line) To understand what a line does (creates shape 2D/tells a story) To make different types of line representative of intentions
What is tone? shapes are flat, forms are fat)	To understand what tone is To understand what tone does (creates form 3D/makes it 'real') To practice creating tone representative of intentions
What is texture?	To understand what texture is (in art terms) To understand what texture does (creates surface 3D/makes it 'real') To practice mark making representative of intentions
Story telling – where have I seen this before? collecting artist examples of relevant work – names/dates/materials etc. – using I-pads to create personal Art history gallery	To introduce students to art/artists who use line/tone/texture significantly within their work To investigate the use of these elements in the work and their significance To practice using different materials to create marks representative of intentions
Put it together and what have you got?	To develop work using the skills practiced in prior lessons To evaluate work through a critical lens and refine as appropriate
Go big enlarged viewfinder section)	To learn how to enlarge an image (e.g. using a grid method) To transfer line/shape to a larger size maintaining accuracy
Colour collect colour tones)	To learn about colour theory – primary/secondary/analogous/complementary/warm/cool To practise mixing and blending colour
Paint research	To understand ways of using paint – tools and paint To apply painting techniques – making a wash(ground)
Paint research	To understand ways of using paint – tools and paint To apply painting techniques – using mark making techniques to create texture
Mixed Media artist research	To understand how to develop a piece of work using different materials techniques and processes To refine work with other materials
Review and refine	To evaluate work from the unit To refine work from the unit

\* art and artists will be shown in every lesson to expose students to the many different ways that formal elements are used within visual art relevant to the lesson objective. These should be historical and contemporary sources/western and non-western in heritage