



Deliberate retrieval of expected prior knowledge (be specific)

Knowledge of composition and layout
 Evaluation of work using art vocabulary
 Use of PROUD in presentation
 Observational drawing
 Knowledge of applying the facial proportions.
 Accurate use of shape
 Use of tone with pencil, paint- with basic knowledge of skin colour- year 7
 Directional line- Year 7,8&9
 Directional tone- Year 7,8 &9
 Create a response rather than a copy.
 Use of blues and purples within the shadows- revisit from year 7.

Academic transformation (be specific)

Knowledge:

Show understanding of how their work connects to their chosen theme- create mindmaps & collages

Pupils expand on their drawing skills this term, focusing on their chosen theme but exploring a range of materials and techniques through guided teaching.

Pupils understand what makes a good photograph and explore the use of manual manipulation in class.

Pupils create still lives with objects connecting to them personally, they use acrylic paint and abstract colours in the shadows as well as colour reflection to balance the piece out.

Pupils learn how to annotate their work effectively.

Presentation is a focus as pupils have had little experience in this. Pupils are taught basic presentation skills and shown examples of past work so that they can develop a presentation style that is suitable for them.

Best drawings selected & presented in books with annotation

Personal transformation (2 or 3)

Pupils look at samples of past work, learn to assess grade levels and expectations.

Group critiques- pupils are given regular opportunities to discuss each others' work and help each other improve. This method of evaluation and analysis becomes more common practice as they develop as independent artists and often no longer needs prompting by year 11.

Opportunity to go on Art trip Pitt Rivers/London every other year.

Booster sessions are put on weekly- not only to support underachievers but also to push and develop the skills of MAPS and HAPS.

Helpful youtube links:

[HOW TO SELF ANALYZE YOUR ART | How to Critique Your Own Artwork & Improve Your Art Technique - Bing video](#)

Can I Learning Questions

Create a drawing which shows accuracy, tone and contrast?
 Create tone using a range of different materials and techniques?
 Take interesting, well composed photographs in line with my theme?
 Use manual manipulation methods to enhance my photography?
 Use paints to mix colours and add tones?

Literacy

See vocab list on annotation sheets
 Questions sheet for research and annotation
 Students learn to use the formal elements in their language- tone, texture, form, pattern, line and colour.
 Composition/contrast/expression/medium/technique

Misconceptions (5 or 6 examples)

Reminders of proportions/ellipses
 Directional line
 Compositional ideas.
 Use of pencil control
 Presentation of work.
 In depth written analyses of artwork.



Deliberate retrieval of expected prior knowledge (be specific)

Artist knowledge - KS3
Writing about an artist
How to form opinions and vocabulary that can be used
Basic connections to own work

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Academic transformation (be specific)

Knowledge:

Pupils will choose at least 2 artists to research and present in their books. Pupils develop the connection between their work and the work of others.

Pupils create responses to chosen artists, most pupils are able to make appropriate decisions on techniques based on knowledge, others need more guidance.

Pupils are taught to take risks in their work so they can learn from them.

Pupils develop their skills in certain materials that they are interested in pursuing.

Personal transformation (2 or 3)

Pupils are encouraged to research and connect their work to contextual sources, for example a pupil focusing on discrimination may explore the Black Lives Matter movement.

Booster sessions are put on weekly- not only to support underachievers but also to push and develop the skills of MAPS and HAPS.

Start to show a deeper understanding of the meaning behind the work and connections to their chosen theme.

Can I Learning Questions

Use paints to mix colours and add tones?
Respond to a variety of artists using different techniques?
Present my work effectively?

Literacy

See vocab list on annotation sheets
Questions sheet for research and annotation
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Misconceptions (5 or 6 examples)

Artists' work does not need to link directly to the chosen theme.
Use of abstract colours when creating photo-realistic pieces and not relying on black and white to create tonal range in a coloured piece.



(approx):14

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Academic transformation (be specific)

Students respond to feedback- this may require working back into earlier work to secure or improve their grade.
 Continue to research artists- third artist is added.
 Pupils build on their knowledge of vocabulary.
 Pupils develop the connection between their work and the work of others.
 Start to develop work independently, combining artist inspirations.

 6 hour mock exam to complete a small development piece.

 Pupils will learn from samples of previous work what a combined response is and how to develop it into a personal and meaningful response.

Personal transformation (2 or 3)

Booster sessions are put on weekly- not only to support underachievers but also to push and develop the skills of MAPS and HAPS.

 Students work independently on their projects and take ownership of their work. They learn to abide by deadlines and take feedback with resilience in order to help them move forward.

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Misconceptions (5 or 6 examples)

Presentation is key- simplistic presentation can sometimes be the most effective.
 Everything on a page has to be the same way up-don't rotate to fit things in.
 Don't overlap work-let it shine!
 Ideas need to build- not preconceived ideas of what will be created at the end!
 Artists' work does not need to link directly to the chosen theme.