



### ***Deliberate retrieval of expected prior knowledge (be specific)***

Year 7-Facial proportion

Artists & Movements- Fauvism/Cubism

Year 7&8: Use of tone and directional shading

### ***Academic transformation (be specific)***

Draw the human figure accurately using rules of proportion.

Create accurate drawings of hands & feet.

Apply tone to the figure as well as clothing.

Capture movement within the figure using proportions but also with gestural mark making..

Skills:

Use accurate proportions to capture the human figure, apply tone and contrast to their work.

How to apply the proportions to a moving figure including foreshortening.

How to mark make and capture movement in their drawings.

Use colour to apply tone to their figures- working larger scale on A3.

### ***Personal transformation (2 or 3)***

Pupils look at a range of work that captures movement-discovering different ways artists create the effect of movement with materials. Pupils form opinions and can articulate them clearly.

Artists-Degas/Arnulf Rainer/ Frank Auerbach, Banksy- consider the deeper meaning behind the work, students also develop their own opinions and develop their use of vocabulary to articulate their opinions.

Careers: Animation (connecting to students looking at movement) students find out how to become an animator/salary and daily tasks involved.

### ***Can I Learning Questions***

*Draw the figure in correct proportions?*

*Apply tone accurately?*

*Create paintings of figures moving?*

*Create gesture and movements with mark making?*

*Create a response to the futurist movement?*

### ***Literacy***

*Proportions, Expressive, Mark*

*making* <https://www.youtube.com/watch?v=QGxXoiINziE>

### ***Misconceptions (5 or 6 examples)***

How long the arms are.

How big hands are in connection to face.

3 heads on shoulders.

Always use head as a measuring point- measure to scale of drawing not reference image.

Don't use finger to smudge-use pencil control!