



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
18 weeks	Students will be able to identify equipment and explain how to use them. Students will explore: Proportion, Rendering Skills, and Analytical Skills. Students will identify and explore the works of various artists, including Egon Schiele, Francis Bacon and David Hockney. Students will explore a range of media including tonal pencil, graphite, chalk, fine liner, oil pastel, watercolours and acrylics. Students will be introduced to scale and the grid technique.	Students will be used to seeing various media and how they feel. They will have learnt how to use a ruler to measure. They will be able to make soft and hard pencil marks if requested. They will be able to identify various colours.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Week 1 – Baseline Art Test</p> <p>Week 5/6 – Quarter Grid ‘Adding tone to final image’</p> <p>Week 13 – Secondary Source drawing. Primary Source drawing - Images of hands / feet.</p>	Lessons 5, 9, 13, 18	<p>KNOWLEDGE & COMPREHENSION</p> <p>ANALYSIS</p> <p>APPLICATION</p> <p>CREATION & EVALUATION</p> <p>I can listen and take in basic information</p> <p>I can explain what I can see in basic terms</p> <p>I can describe a painting/situation/image</p> <p>I can reproduce the work of others showing limited understanding</p> <p>I can see shape and form</p> <p>I can hold a pencil and attempt to make lines and shapes with some accuracy</p> <p>I can use my pencil with control</p> <p>I can see tone when I observe and attempt to show this in my work</p> <p>I can use a variety of media pencil, paint, pastels etc.</p> <p>I can use basic printing techniques</p> <p>I can recognise mistakes in my practical work</p> <p>I can discuss my work after it has been completed in simple terms explaining what I like and don't like</p> <p>I can recognise mistakes in my practical work and strive to improve them</p>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	KS3 Baseline DATA Test	Students will complete a timed test to determine their baseline level in KS3 Art	Books handed out. Names, group, teacher.	Art Exam paper – theory and practical. Pencil, ruler, rubber and sharpener needed.	N/A	Bring in 20p or a B pencil for next lesson.	N/A
2	How do I hold a pencil and in what ways can I use a pencil to draw?	Students learn how to hold and use a pencil with various degrees of pressure. L2-3: Students will show some differences in tone L:4 students will swap their pencils to the task (HB/4B) L:4/5 students will produce their drawings showing sensitivity	To show progress made during this lesson, students will do various tasks to illustrate how light/dark their pencil can make. As lesson progresses, students will create/discover more differentiation between tones. They start with HB gradient light to dark and a 4B light to dark.	All students to design their name: candyfloss style / shark tooth style – how does the pencil feel in your hand when you're drawing something lightly? What is light and what is dark? What is hard, soft? Which pencil is best for light/dark? Faces with eyebrows / without. Circles with dots. How do we create a happy / sad expression? How dark can out pencil go? Draw each other's eyebrows / eyes / teeth. Repeat using mirror, looking at themselves. How Faber Castell pencils are made (What does HB mean?) http://www.youtube.com/watch?v=Zsnw98aTWOM	SEN: Pictures and examples on desk (Bart / Homer)	Self Portrait – look in the mirror and fill the page. Use HB pencil for mapping out. Use 2B pencil for darkest areas. BUY A 2B PENCIL	Create a new expression using dots for eyes in a circle. Change the eyebrows and mouth using line only.
3	Using the drawing of Escher's Eye, how can using the grid method aid my drawing skills?	Students learn how to use the grid method technique All students will show an improvement in proportion Most students will adapt their pencils to the task (blunt / sharpen) Some students will produce their drawings showing sensitivity	To show progress made during this lesson, students will show their HW from previous week: Self Portrait. They will measure whether their eyes are halfway down. Peer Assessment: <i>Are the eyes halfway down?</i>	As the lesson progresses, students will create/discover different ways to produce line. Feathery / hard / dotty / sharp and soft. Do you need to press hard when MAPPING OUT? Why do we need a lighter touch? Do you recognise this formula for drawing in any other subject, e.g. Maths - coordinates	SEN: Different eye grid. Two examples in planner. Differentiate as appropriate. Some students can use viewfinder. Show them all how masking white paper down can help if anyone is struggling to focus on individual squares.	Complete Escher's Eye. Draw each square ONE BY ONE.	Students to give feedback to their peers on how to continue their Escher HW task.
4	How can I transfer a drawing in perfect proportion?	Students learn how to transfer proportional skills L3: Attempt to create a fair interpretation of their individual quarters L4: Good use of measuring techniques to create suitable proportion L4/5: Pencil used at slants to measure angles	Fold A4 photograph of CARTOON JOHN LENNON into quarters. Using the resulting A6 quarter and a ruler – cross section a new page into quarters. Teacher to demo. Create guidelines lightly with a pencil.	All students to complete the first quarter of the given image as a class. Copy quarter by quarter using a ruler or finger and thumb to measure. Draw lightly. How wide / how high?	All students to show their understanding of proportion and measuring since the project began. SEN/LOW: Can have a proportion buddy.	Complete all the quarters.	Students to explain to their peers what they need to do to improve/finish their work
5	How can I create an accurate study in proportion AND tone by using Quarter Grid method?	Students complete an image, one quarter at a time, using proportional skills and tonal shades. L3: Able to differentiate between light medium and dark shades L4: Able to use side shading technique for larger, smoother cover L5: Able to smudge and use eraser for more refined shading	Create guidelines lightly with a pencil. Homer Simpson humanised.	Students map out as in previous lesson. They use side blending (long sharpened pencil for side shading, then blending with fingers, then erasing with rubber for highlights and any mess made)	SEN: Two examples in planner. Differentiate as appropriate. Some students can use white paper to mask off areas if anyone is struggling to focus on individual quarters.	Complete all the quarters.	Students do a book look and choose a book they feel they can comment on. Students to explain to their peers what they need to do to improve/finish their work



6	How can I create a Mixed Media piece of work in the style of Francis Bacon?	<p>All students will make a title page, recreate the given image, and write the definition of DISTORTED</p> <p>All students will use paint and charcoal.</p> <p>Most students will make relevant notes</p> <p>Some students will begin to add to their notes</p> <p>L3: Attempt to create smooth lines around the charcoal drawing using acrylic paint</p> <p>L4: Effective use of mixing techniques and smoothed out lines</p> <p>L5: Fluid use of paintbrush technique</p>	Students are introduced to the idea of mixed media. For the first time, students learn how to PRESENT their work. DOUBLE PAGE NEEDED.	Students use ratio of 1:4 red/yellow acrylic. Once Francis bacon image has been drawn in charcoal and filled the page, students to create smooth lines around the charcoal drawing using acrylic paint, then complete background. This is mixed media.	For the first time in this project, students will need to arrange their paint stations. Blazers off / Sleeves up / Aprons on / Water on table / Brushes handed out / palettes out / Teacher to put paint on palettes	Find one image by Francis bacon at home and describe it using 5 words in your planner.	Student to think of TWO more words to describe distortion and write them down at the end of the lesson in their notes section
7&8	What is tip and side blending when using chalks?	<p>L3: Able to draw in the shapes and use chalks for the correct areas</p> <p>L4: Able to show accurate blending, colour mixing and definite shading techniques with the cotton buds</p> <p>L5: Able to show sensitive skill in blending smooth, line free shading</p>	To show progress made during this lesson, students will attempt to blend black and white to create grey. Can they do this? They will show progress made subsequently through their Main Task.	Students learn how to apply various degrees of pressure with chalks and to apply blending techniques. They will look at a black and white copied image by Francis Bacon.	For the first time in this project, students will use chalks and charcoal and willow. They will be able to identify willow and understand where each material comes from.	<i>None due to Teacher feedback / labels</i>	<p><i>WHY DO WE SOMETIMES NEED TO BLEND?</i></p> <p><i>WHAT IS IT FOR?</i></p> <p><i>WHEN DO WE USE OUR FINGERS FOR BLENDING?</i></p> <p><i>ARE THERE OCCASIONS WHERE WE DON'T NEED TO BLEND?</i></p>
9	Who was Egon Schiele and how can I use Pen and Water to recreate his style?	<p>L3: Attempt to create feathery lines around the drawing</p> <p>L4: Effective use of measuring techniques and feathery lines</p> <p>L5: High standard of proportion and design</p>	Students are introduced to another artist who uses distortion. They will make links during the lesson to the previous artist.	Students develop their listening skills and use empathy to create an expressive piece All students make a title page, recreate given image, and write up notes as a mini story / bullet points. Using black pen, draw image and use water and brush to bleed. Try again with different image, this time using a variety of felt pen colours which can bleed into one another.	Note writing: Keywords can be shared and various descriptions can be learnt and discussed in teams.	Egon Schiele continuous line drawing.	Book look and gallery walk. What does an art critic do?
10&11	What can I remember about Egon Schiele and how can I create a Mixed Media piece using charcoal and watercolour?	<p>Students further explore the use of mixed media and refine watercolour techniques</p> <p>L3: Attempt to create thin lines around the drawing</p> <p>L4: Effective use of flattening brush, pen textures</p> <p>L5: Confident use of using pens to shade various areas in order to bleed (not just blocks of colour)</p>	To show understanding of art tools/equipment – students to select items needed for painting using watercolours. PAINTS/LID/Thin brush/Large brush/half filled water pot. Students will also need to ensure paints and lids are clean and to regularly refresh water pot when needed.	Students develop their interdependence skills, learning how and when to organise their tools. Using a larger brush for bigger areas of colour (background and then face), base colours, using lid to mix various browns and purples for hair. Smaller brush for finer detail.	SEN: Keywords displayed LOW/MED: Measurement buddy, HIGH: High standard for design of page, lettering to be modified	Complete or refine any piece of unfinished work since the project began.	Think of TWO more words to describe distortion and share with class.



12	Is his hair really purple? Why did Egon Schiele often distort his work?	All students will be able to recognise painterly qualities while using large and thin paintbrushes L3: Attempt to create thin lines around the drawing L4: Effective use of flattening brush, painterly textures L5: Confident use of using paint to shade various areas in order to BLEND (not just blocks of colour)	To show differences in shades, students start by creating various colours seen in the image. Colours can be masked off using a white viewfinder. Explain the importance of using white paper to close the brain off to juxtaposed colours.	Students will work again on Egon Schiele portrait and complete the double page presentation.	SEN: Portrait guidelines before painting MED: paint buddy, work in pairs HIGH: More discovery, less teacher led	Come up with 5 different words for DISTORTION	Now the portrait is complete, become an art critic again, but this time of your own work.
13	What is a photomontage? How do you think David Hockney made his? TAKE PHOTO OF EACH STUDENT. PORTRAIT.	L3: Cut out images and stick them down using various sizes L4: Good use of cutting techniques and design L5: Successful imitation of Hockney's photo-montage style	All students will write up their understanding of photomontage and discuss their ideas in teams and pairs.	All students will be able to recognise various photographic artworks by David Hockney. All students will be able to describe a photomontage. All students will learn how to make a viewfinder. All students will create a photomontage using various size images of JOHN LESSON Most students will cut out elements of John Lennon's various images in rectangular form only Some students will create successful photo-montage effects which are based on very similar techniques as Hockney	SEN: Keywords displayed LOW/MED: Measurement buddy, HIGH: Higher level questioning	Google David Hockney's photomontage artworks	<i>Sharing ideas and opinions of an artist's work. Is it art? What is art? During lesson, students will have their photo taken. To stop any chance of low-level disruption, take photographs outside art room door against white background. Allow students to brush hair, straighten ties. Promote good presentation.</i>
14	Can I create a self-portrait photomontage inspired by Lucas Simeos.			Students to use a ruler to draw straight lines on their portrait and the cut using scissors.			
15	What are the different ways we can trace?	All students will be able to recognise the qualities of tracing paper and the various methods in which to use it Basic: DRAW/FLIP/DRAW OVER L3: Trace areas of the face that are visible without a window/lightbox L4: Good use of shading to create form L5: Successful shading and sensitive areas where tone is needed	a) Students to draw a section of the photomontage. At this stage, just draw around the shapes, and not to add shade/tones. b) Students to cut out tracing and stick in book. Students to trace another part, and this time add shades.	John Lennon and Self Portrait. Students to tape tracing paper TOP and BOTTOM to black and white photograph of themselves. Gently trace around areas of image that are visible. If some areas aren't visible, show students how you can use a window or lightbox to aid the tracing. All students will trace areas of their SELF portrait Most students will make distinctions between light and dark areas Some students will continually sharpen their tools for even more refined detail	SEN: Lightbox work before anyone else tries it LOW/MED: check the lines around noses (they are not there!), HIGH: Hair textures	Complete traced self portrait and add shade	Students to explain what they need to do to improve/complete their traced portraits
16 FINAL PIECE	Using your knowledge of various measuring techniques (ruler, finger and thumb) how can we create an accurate study by using Quarter Grid method?	Students recap how to transfer proportional skills L3: Attempt to create a fair interpretation of their individual quarters L4: Good use of measuring	Fold A4 photograph into quarters. Using the resulting A6 quarter and a ruler – cross section a new page into quarters. Teacher to demo. Go over guidelines lightly with a pencil.	All students will be able to use their measuring skills to transfer an image using Quarter Grid method using LINE only	<i>Not applicable – all students to show their understanding of proportion and measuring since the project began.</i> <i>SEN/LOW: Can have a proportion buddy.</i>	Complete remaining quarters. No tone needed.	Discuss: Sharing our skills – why you are working on one quarter at a time, and why you can also ask others for help



		techniques to create suitable proportion L4/5: Pencil used at slants to measure angles					
16 FINAL PIECE	Using your knowledge of various SHADING techniques – side pencil, smudging, erasing - how can we create an accurate study by using Quarter Grid method?	All students will be able to use their skills to shade an image using Quarter Grid method using TONE only L3: Able to differentiate between light medium and dark shades L4: Able to use side shading technique for larger, smoother cover L5: Able to smudge and use eraser for more refined shading	Open books to complete portrait. Book look and gallery walk. RECAP ON SHADING. Tonal Grid at top of page.	On board: You will all leave this lesson with a completed portrait. You will all use your sharpened 4B (tonal) pencils for darkest areas You will all use HB pencil for medium and lighter grey areas There will be NO CARTOON OUTLINES Using side blending (long sharpened pencil for side shading, then blending with fingers, then erasing with rubber for highlights and any mess made) Can we cut rubbers to create sharper highlights?	<i>Not applicable – all students to show their understanding of tone and shade since the project began.</i> <i>SEN/LOW: Can have a tone buddy.</i>	Complete shading.	Share previous findings from last lesson's HW task and come up with instructions as to how use quarter grid method. Share with class.