



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																		
21 weeks 14 Sessions – could be single to 3 lessons	Students will explore various elements of drawing perspective, including one point and two point. Students will incorporate new drawing skills into their work and further develop their understanding of perspective. This topic will cover a range of mathematical aspects such as tangents, parallel lines and angles. Students will label their drawings initially to become familiar with key vocabulary. They will write definitions in their books. Students will discuss the work of other artists; students will also discuss their own work with each other.	Students will be competent in using the grid method to draw from previous project such as Distorted portraits and Observational Drawing. Aspects of perspective will have been applied when drawing from primary sources in Observational drawing. Students will be familiar with using a ruler, measuring and arm outstretched technique.																		
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																		
<p>Week 4 – Teacher to collect books and mark work to date. Spelling test of key vocabulary.</p> <p>Week 8 – Test with written and practical elements.</p> <p>Week 12 – Teacher to collect books and mark work to date. Practical test – drawing of building. Students to imitate the image as accurately as they can.</p>	<p>Lessons 4, 8, 12</p>	<table border="1"> <tr><td>I can listen and take in basic information</td></tr> <tr><td>I can use key words when talking about a subject.</td></tr> <tr><td>I can spell key words and terms accurately</td></tr> <tr><td>I can reproduce the work of others, show an understanding of the processes and produce my own inspired work</td></tr> <tr><td>I can see shape and form</td></tr> <tr><td>I can observe shape and attempt to use line effectively to create shape and form</td></tr> <tr><td>I can use my pencil with control</td></tr> <tr><td>I have been influenced by, and used elements of the work of others in my work</td></tr> <tr><td>The strength of my line is suitable for the work that I am creating</td></tr> <tr><td>I can see tone when I observe and attempt to show this in my work</td></tr> <tr><td>I can use a variety of media pencil, paint, pastels etc.</td></tr> <tr><td>I can use a material with care and control</td></tr> <tr><td>I can control tone effectively in all media</td></tr> <tr><td>My control of tone allows me to make objects/subjects appear 3D</td></tr> <tr><td>I can recognise mistakes in my practical work</td></tr> <tr><td>I can discuss my work after it has been completed in simple terms explaining what I like and don't like</td></tr> <tr><td>I can recognise mistakes in my practical work and strive to improve them</td></tr> <tr><td>I can use the success criteria to refine and improve my skills and my work</td></tr> </table>	I can listen and take in basic information	I can use key words when talking about a subject.	I can spell key words and terms accurately	I can reproduce the work of others, show an understanding of the processes and produce my own inspired work	I can see shape and form	I can observe shape and attempt to use line effectively to create shape and form	I can use my pencil with control	I have been influenced by, and used elements of the work of others in my work	The strength of my line is suitable for the work that I am creating	I can see tone when I observe and attempt to show this in my work	I can use a variety of media pencil, paint, pastels etc.	I can use a material with care and control	I can control tone effectively in all media	My control of tone allows me to make objects/subjects appear 3D	I can recognise mistakes in my practical work	I can discuss my work after it has been completed in simple terms explaining what I like and don't like	I can recognise mistakes in my practical work and strive to improve them	I can use the success criteria to refine and improve my skills and my work
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What is perspective? What are the necessary components I need when drawing in perspective? Students will learn what perspective is and will do basic perspective drawings.	All pupils will know what perspective is and will have done basic perspective drawings. L3 – attempts made to show correct use of one point perspective L4 - will have shown correct use of one point perspective in basic drawings Most will have shown correct use of perspective in adding detail to house L5	Draw diagram and label.	Discuss and explain what perspective is. Write definitions into book. PowerPoint displays step by step instructions to follow technique. Drawing of road with trees in one point perspective, drawing of building(rectangle) in one point perspective.	SEN more 121 support, differentiate by pace (have hand-outs to copy from)	Learn spelling and definition of perspective.	Peer assessment
2	How do I draw letters in one point perspective? (How do I draw 3D letters?)	L3 – attempts made to show correct use of one point perspective in basic lettering. Struggles to imitate teacher example. L4 - will have shown correct use of one point perspective in basic lettering. Imitates teacher example with ease, may display some minor errors. L5 - will have shown highly accurate use of one point perspective in basic lettering. Can work independently without relying on teacher example.	Copy letter A from board using a ruler.	PowerPoint displays step by step instructions to follow technique. Drawing of letter A and N in book. Worksheet for letter E,K,H,Z, A using a range of different VPs.	SEN more 121 support, differentiate by pace (have hand-outs to copy from)	Practice drawing letters in perspective	Peer assessment
3	How do I draw letters in one point perspective? Continue – progress to curved letters	L3 – attempts made to show correct use of one point perspective in basic lettering. Struggles to imitate teacher example. L4 - will have shown correct use of one point perspective in basic lettering. Imitates teacher example with ease, may display some minor errors. L5 - will have shown highly accurate use of one point perspective in basic lettering. Can work independently without relying on teacher example.	Copy letter C from board.	PowerPoint displays step by step instructions to follow technique. Drawing of letter C and P in book. Worksheet letters C,O,R,S,Q using a range of different VPs.	SEN more 121 support, differentiate by pace (have hand-outs to copy from)	Create your name in perspective	Peer assessment
4	Am I confident with drawing basic shapes (squares) in one point perspective? RECAP						



5	<p>How do I use shading(tone) and one point perspective to give the illusion of depth? Students will understand how perspective and tone are used to create optical illusions.</p>	<p>L3 can map out drawing, will rely on simplified template and dot to dot technique to draw crevasse, can identify tints and tones, attempts at mixing these colours accurately, struggles to apply watercolour neatly (stay within the lines) and struggles to use correct consistency of paint (too watery or too thick.) Some paper damage may be visible. L4 can map out drawing following teacher example on board. Good attempts with accurate colour mixing of tints and tones, some minor mistakes with painting inside the lines. L5 can map out drawing without relying on examples on board. Accurate application of paint and detailed colour mixing of tints and tones. L6 can map out drawing without relying on examples on board. Detailed painting, highly accurate application of paint using acrylics as opposed to watercolour. L7 highly detailed painting, highly accurate application of paint.</p>	<p>Writing key words onto sheet. Say what you see.</p>	<p>Students will sketch an illusion based on the work of Edgar Mueller and add tone though effective colour mixing of acrylic paints. All students will gently map out the illusion using 2 vanishing points, a horizon line and a ruler. All students will begin to apply watercolour paint to their illusion.</p>	<p>SEN use simplified template and dot to dot method when drawing crevasse. 121 teacher demonstration when applying watercolour. Could use felt tip bleeding technique.</p>	<p>Watch you tube clip on Edgar Mueller.</p>	<p>Self-assessment looking at success criteria.</p>
6	<p>How do I use shading(tone) and one point perspective to give the illusion of depth? Students will understand how perspective and tone are used to create optical illusions.</p>	<p>L3 can map out drawing, will rely on simplified template and dot to dot technique to draw crevasse, can identify tints and tones, attempts at mixing these colours accurately, struggles to apply watercolour neatly (stay within the lines) and struggles to use correct consistency of paint (too watery or too thick.) Some paper damage may be visible. L4 can map out drawing following teacher example on board. Good attempts with accurate colour mixing of tints and tones, some minor mistakes with painting inside the lines. L5 can map out drawing without relying on examples on board. Accurate application of paint and detailed colour mixing of tints and tones. L6 can map out drawing without relying on examples on board. Detailed painting, highly accurate application of paint using acrylics as opposed to watercolour. L7 highly detailed painting, highly</p>	<p>What do I need to do to improve? Write target and strategy into book.</p>	<p>Recap on success criteria focussing on watercolour skills. Students to complete their painting.</p>	<p>SEN use simplified template and dot to dot method when drawing crevasse. 121 teacher demonstration when applying watercolour. Could use felt tip bleeding technique.</p>	<p>Write a paragraph on the work of Edgar Mueller.</p>	<p>Self-assessment looking at success criteria.</p>



		accurate application of paint.					Year 8 Perspective
7	Can I create an optical illusion using my knowledge of one point perspective? Students will understand how perspective and tone are used to create optical illusions.	Lines of perspective to go to one vanishing point. Bricks will be drawn with parallel lines. Shading to add depth. Cutting out is neat.	Use imagery and questions to test students on optical illusions. Eg – are the red lines straight or curved?	Students will draw a tunnel in one point perspective and add in 2 images (collage) of exactly the same scale in different places in the tunnel to create an illusion.	SEN use simplified template and dot to dot method when drawing tunnel.	Create your own optical illusion (2 weeks)	Peer assessment
8	Can I create/imitate the work of Bridget Riley? Students will examine and explore the work of artist Bridget Riley and recreate one of her paintings.	Accuracy in measuring. Parallel lines and curves. Neat and effective colouring in using felt tip.	Title page, copy the information and LQ, plus stick images in book.	Discuss and view the art work of Bridget Riley. Step by step instructions on PowerPoint.	A range of different resources to imitate ranging from basic to complex.	Create your own optical illusion (2 weeks)	Gallery walk.
9	What is 2 point perspective? When do we use 2 point perspective? Students will learn what 2 point perspective is and will do basic 2point perspective drawings.	L3 to make attempts at basic drawings in 2point perspective L4 will have shown correct use of 2 point perspective in basic drawings Most will have shown correct use of 2point perspective in adding detail to basic drawings L5 Some will use correct shading techniques in shading.. L6	Imitate drawing from board and label. Write KQ on top of page.	Discuss and explain what 2 point perspective is. Write definitions into book. PowerPoint displays step by step instructions to follow technique. Drawing of street in 2 point perspective.	SEN more 121 support, differentiate by pace (have hand-outs to copy from)	Drawing of car using 2 point perspective (2 weeks)	Exit pass – write down 2 new things you have learned and one thing you are unsure of.
10	Can I draw the interior of a room using 2 point perspective?	L3 to make attempts at basic drawings in 2point perspective L4 will have shown correct use of 2 point perspective in basic drawings Most will have shown correct use of 2point perspective in adding detail to basic drawings L5 Some will use correct shading techniques in shading.. L6	Imitate drawing from board and label. Write KQ on top of page.	PowerPoint displays step by step instructions to follow technique.	SEN more 121 support, differentiate by pace (have hand-outs to copy from)	Drawing of car using 2 point perspective (2 weeks)	Red, yellow and green flash cards.
11	Can I demonstrate good understanding of perspective to create a drawing of a famous piece of architecture or building? Final outcome/assessment.	I can observe shape and attempt to use line effectively to create shape and form I can use my pencil with control I can see tone when I observe and attempt to show this in my work My control of tone allows me to make objects/subjects appear 3D I can recognise mistakes in my practical work and strive to improve them	What do I need to do to improve? Write target and strategy into book.	Show students a range of different buildings in perspective. Students to select one suitable to their ability. Students begin drawing on A3 cartridge. Working in exam conditions.	Differentiate resources	Draw a building or piece of architecture of your choice in perspective (3 weeks)	Gallery walk
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		improve them					Year 8 Perspective
13	Can I demonstrate good understanding of perspective to create a drawing of a famous piece of architecture or building? Final outcome/assessment.	I can observe shape and attempt to use line effectively to create shape and form I can use my pencil with control I can see tone when I observe and attempt to show this in my work My control of tone allows me to make objects/subjects appear 3D I can recognise mistakes in my practical work and strive to improve them	What do I need to do to improve? Write target and strategy into book.	Working in exam conditions, students to continue working on their drawing.	Differentiate resources	Draw a building or piece of architecture of your choice in perspective (3 weeks)	Gallery walk
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