



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																					
18 weeks (double lesson per fortnight) 9 Sessions – could be single to 3 lessons	Students will be able to identify shapes and reflections from primary and secondary sources, and be able to depict them in their artwork. Students will explore: Scale, proportion, rendering (using tortillon devices), watercolour blending, chalk and oil pastel blending, Students will identify and explore differences in tone/shade using different media. Students will make connections between primary and secondary colours. Students will be introduced to arm outstretched technique and primary source drawing. Students will demonstrate appropriate use of refinement of materials and processes.	Students will be confident in their basic skills in proportion, tone and colour from Year 7. They will understand the relevance of light and dark in their work. They will have explored various media, including graphite, watercolour, oil/chalk pastel and acrylic. They will have looked at texture and pattern and mark making. Students will be used to evaluating their own and others' work orally; written evaluations will be brief and basic.																					
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																					
<p>Week 1 – Shapes and Reflections Art Test</p> <p>Week 6 - Students combine knowledge of tone, proportion, shapes and reflections skills to produce an A5 study using secondary source material</p> <p>Week 8 – Students create a piece of artwork based on their knowledge of Shapes and Reflections using primary source material</p>	Lessons	<table border="1"> <tr> <td>KNOWLEDGE & COMPREHENSION</td> </tr> <tr> <td>ANALYSIS</td> </tr> <tr> <td>APPLICATION</td> </tr> <tr> <td>CREATION & EVALUATION</td> </tr> <tr> <td>I can attempt to reproduce the work of others</td> </tr> <tr> <td>I can describe a painting/situation/image using the correct terminology</td> </tr> <tr> <td>I can put objects/elements/pattern into a basic arrangement</td> </tr> <tr> <td>I understand the basic ideas behind composition and layout</td> </tr> <tr> <td>I understand what makes a good composition</td> </tr> <tr> <td>I can use my pencil with control and expression</td> </tr> <tr> <td>I can control tone with pencil</td> </tr> <tr> <td>I can control tone in paint</td> </tr> <tr> <td>I can control tone in pastel</td> </tr> <tr> <td>I understand the connections between primary and secondary colours</td> </tr> <tr> <td>I can mix secondary colours from the primary colours</td> </tr> <tr> <td>I can use a range of colour to create reality and atmosphere in my work</td> </tr> <tr> <td>I can use a full range and variety of tone to create reality</td> </tr> <tr> <td>I can use the success criteria to refine and improve my skills and my work</td> </tr> <tr> <td>I can evaluate and learn from my mistakes</td> </tr> <tr> <td>I can refine and improve my work through evaluation</td> </tr> <tr> <td>I can plan, create a small version or maquette and annotate to illustrate my intentions</td> </tr> </table>	KNOWLEDGE & COMPREHENSION	ANALYSIS	APPLICATION	CREATION & EVALUATION	I can attempt to reproduce the work of others	I can describe a painting/situation/image using the correct terminology	I can put objects/elements/pattern into a basic arrangement	I understand the basic ideas behind composition and layout	I understand what makes a good composition	I can use my pencil with control and expression	I can control tone with pencil	I can control tone in paint	I can control tone in pastel	I understand the connections between primary and secondary colours	I can mix secondary colours from the primary colours	I can use a range of colour to create reality and atmosphere in my work	I can use a full range and variety of tone to create reality	I can use the success criteria to refine and improve my skills and my work	I can evaluate and learn from my mistakes	I can refine and improve my work through evaluation	I can plan, create a small version or maquette and annotate to illustrate my intentions
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What does proportion mean and what are we actually drawing when we look at reflections?	L3: Identify measurements and to copy them in space provided. L4: As above and to show lighter guidelines when working L5/6: As above and to identify mid-tones and to use tonal pencil accordingly	Students to stick image in at top of page. Students write down end of Y7 level on the front of their books. Levels will be explained. Students to discuss how they will approach the task. <i>Teacher to demo measuring on the whiteboard. One on one demos may be needed for LOW/SEN. Students to recognise shapes as opposed to object. E.g. How do we draw the water? It's just a shape. How do we draw the condensation drops? They are just shapes.</i>	Students will create the angle at which the spout sits. Show how to use pencil at a slant and drag down measurement. It is important at this time to check all measuring skills with all students. This will inform a good seating plan for the following lesson.	SEN: Differentiate as appropriate. Shading/Measuring tutorial. One on one. Very low ability students can colour in pre-defined shapes using correct shades.	Complete tap using correct shades.	Students to do book look. They can choose their favourite, then whole class debate.
2	How can we transfer a curved image using plot graphs (SPOON PHOTOGRAPH)	L3: Able to draw curves L4: Able to measure curves using plotting techniques and transfer image L5/6: Encourage student to use various forms of higher level shading technique	Practice a basic curved line and transfer plotting Questions before they begin. How do we use our pencils for plotting? No thick dots, just fine marks/dots	A5 landscape of black and white image of Reflections in Spoon. Once all shapes have been plotted down, students to use varying degrees of pressure in order to create various tones. Start with darkest areas and work way down through the gradient scale	Introduce higher-level students to sharp highlights created with cut rubbers	Complete shading in	Which part was most/least challenging?
3	How can we mix various shades / tones of grey only using black watercolours? IMAGE: Glass of water MONOCHROMATIC ART	L3 Able to trace image down and to mix various grey watercolours (SEN may need different image) L4: Able to mix definite colours on a key-chart to use for Main Task L5: Encourage student to use blotting techniques and sharp/flattened area of square tipped brush L6: Encourage student to choose a different dark colour to produce a monochromatic piece	All students to create a colour chart using watercolours Start with Darkest black (rich black wiped onto brush, hardly any water). Slightly lighter black – add a little water to black paint in tin, lighter black, add more water to tin, etc.	Remind students how to GENTLY FLATTEN BRUSH as they WIPE the colour paint onto brush and use the same technique when adding water or mixing in lid. Draw glass image and start painting by starting with darkest shade first.	SEN: Differentiate as appropriate. Painting/Measuring tutorial. One on one. HIGH: student to use blotting techniques and sharp/flattened area of square tipped brush	Look at a fork in a glass of water and draw from REAL LIFE	What's the best advice to give someone who is using watercolours?
4	All students will be able to mix various shades of green (using black and white to change shades and tones) . What am I looking at when I draw reflections?	L3: Identify measurements and to copy them in space provided. L4: As above and to show lighter guidelines when working L5/6: As above and to identify various shapes that feel unusual to them	Start by drawing bottle image and end lesson with doing a colour chart observing the various greens in image.	All students to gently map out the green bottle, plinth and shadow – and the shapes they see IN the green bottle	See exemplar sheet – bottles with shapes drawn in – can be used for LOW students also	Leave book for diagnostic marking.	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



5	LQ: How can we mix various shades / tones of green, using black and white watercolours? All students will be able to mix various shades of green (using black and white to change shades and tones)	L3 Able to mix greys and whites and blacks (to use Low Level B&W copy) L4: Able to mix definite greens on a key-chart to use for Main Task L5: Encourage student to use blotting techniques and sharp/flattened area of square tipped brush L6: Encourage student to choose a different dark colour to produce a monochromatic piece	How much water do I need? What happens when my brush is too dry? Students to use blotting tissue (where necessary) How much white paint in ratio to black paint? WHAT HAPPENS WHEN I MIX DARK BLUE AND GREEN AND BLACK? Experiment	All students paint the green bottle, plinth and shadow – and the shapes they see IN the green bottle	See exemplar sheet – bottles with shapes drawn in – can be used for LOW students also	Bottles in a row. Draw outlines gently then add shades.	Which part was most/least challenging?
6	Brussels Sprouts Assessment	L3: Identify measurements and to copy them in space provided. L4: As above and to show lighter guidelines when working L5/6: As above and to identify mid-tones and to use tonal pencil accordingly	Name and Group number on table. Exam conditions. Room set up.	One drawing. One hundred minutes. The nearer the sprout, the sharper the definition. The further away, the more blurred and soft the shading. Nearer, bigger. Further away, the smaller.	Tools: Tortillons and rubbers - higher-level students to sharpen highlights created with cut rubbers.	Complete any unfinished HW tasks.	Book look / Gallery walk of student assessment. WWW / EBI
7	LQ: What is the arm outstretched technique? Drawing from real life is called primary source drawing COMPOSITION OF BOTTLES	L3: Identify measurements and to copy them using arm outstretched technique L4: As above and to show lighter guidelines when working L5/6: As above and to identify various shapes that feel unusual to them, measuring angles with slanted pencil, arm outstretched	Students sit in horseshoe plan with composition of bottles in centre. Students measure heights using rulers. Students measure height of each other's heads from across the room (ARM OUTSTRETCHED). What happens when someone is further away?	Students experience arm outstretched technique – at no point must elbow be bent, otherwise proportions will change. Student use: pencil / charcoal / pens. Where is the top of the bottle? The bottom? How wide is it? What is an ellipse? Gentle guidelines as usual.	SEN/LOW – less complex bottle shapes MED HIGH – Variety of bottle shapes and compositions	Look up the artist Marcello Barenghi on youtube. How does he create his reflective drawings?	Watch youtube videos of Marcello Barenghi's can of Pepsi mixed media drawing.
8	LQ: How can we mix various shades / tones of green, using black and white ACRYLIC? All students will be able to mix various shades of green (using black and white to change shades and tones)	L3 Able to mix greys and whites and blacks (to use Low Level B&W copy) L4: Able to mix definite greens on a key-chart to use for Main Task L5: Encourage student to use blotting techniques and sharp/flattened area of square tipped brush L6: Encourage student to choose a different dark colour to produce a monochromatic piece	How much water do I need? What happens when my brush is too dry? How much white paint in ratio to black paint? WHAT HAPPENS WHEN I MIX DARK BLUE AND GREEN AND BLACK? Experiment	All students paint the green bottle, plinth and shadow – and the shapes they see IN the green bottle.	See exemplar sheet – bottles with shapes drawn in – can be used for LOW students also	Books to be left to dry. Take A5 cartridge paper and put in DIARY/PLANNER. Draw a chrome tap at home.	Which part was most/least challenging? Why?
9	LQ: How do we turn a circle into a sphere? CHALKS / OIL PASTELS	L3 Able to mix various shades using different media L4: Able to produce clear differences on a key-chart to use for Main Task L5: Encourage to use left handed techniques and sharp/flattened tip of pencil L6: Encourage student to intensify the darkest area	All students to create lightly drawn circles which can be shaded during the lesson, using various media	Once all shapes have been traced down, students to use varying degrees of pressure in order to create various tones. Start with darkest areas. Students will use: pen, pencil, oil pastels, chalks. Chalks can be used on black sugar paper.	Differentiated by outcome. SEN: One on one help.	End of project. Students to explain what they need to do to improve grade.	What's the best advice to give someone who is learning how to draw?