



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
15 weeks 14 Sessions – could be single to 3 lessons	Students will explore various methods of mark making techniques to create implied or actual texture and pattern. Students will be introduced to elements of basic 3D work. Tessellation and repetition to create pattern. Develop language based around the art of patterns. Write about the artists. Extended writing and speaking through presentation of work. Spelling / Keywords. Understanding of contextual studies focuses on cultural pattern work, including Islamic Art, Mehndi, Henna patterns, (Indian) patterns. Understanding of social implications and discussion about materials used for patterns.	Students will be competent in using a pencil to make marks. Students will be used to seeing various media and how they feel. Students will be able to identify various colours. Students will have explored a range of media including tonal pencil, graphite, chalk, fine liner, oil pastel, watercolours and acrylics. Students will have been introduced to scale and the grid technique.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Week 4 – Teacher to collect books and mark work to date. Spelling test of key vocabulary. Week 8 – Test with written and practical elements. Week 12 – Teacher to collect books and mark work to date. Practical test – Students to imitate the image as accurately as they can. Week 13 - improvements, reviewing feedback	Lessons 4, 8, 12	<ul style="list-style-type: none"> I can listen and take in basic information I can use keys words when talking about a subject. I can spell key words and terms accurately I can find information through research I can reproduce the work of others showing an understanding of the processes I can use my pencil with control The strength of my line is suitable for the work that I am creating I can use space in my work with guidance I can make basic notes from my research I can put pattern into a basic arrangement I understand the basic ideas behind layout I can create balance/symmetry in my composition when required 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 observe and appreciate different textures I can use a variety of different mark making techniques to show texture I can use sculptural materials in a variety of ways to create texture 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



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What is texture? Can I illustrate words to show their texture?		Look around the room – find 3 different examples of texture.	Students to trace block letters of words SPIKEY and GLOOPY. Then they illustrate and add colour to the word with the texture.		Create a title page for new project. Students will need to research images and present these. 2 week HW.	
2	Students experiment with a range of mark making techniques using pencil to create texture.	All will have tried a range of mark making techniques. Eg. Spikey lines, soft shading and dots. G Most will have developed these mark making techniques to create the implied texture of surfaces. Eg. Grass and sand. They will have shown some tone. F Some will have sensitively looked at tone and developed these mark making techniques to create the implied texture of surfaces. E	Compare one drawing of grass to another. Which is better and WHY?	Explain and discuss texture. Write definition in book. Explain the lesson objectives and aims to achieve in the lesson. Experiment and explore a range of mark making techniques and develop these mark making techniques to create the implied texture of surface e.g. Grass, Sand, Water...	Simplified drawings of textures for SEN. More basic resources to imitate. Eg. spikey, soft. Use coloured paper to cut the texture required for grass, sand, water.		Peer feedback.
3	Can I use pen to create tone and texture in my work? Students experiment with a range of mark making techniques using pen to create texture.	All will have tried to demonstrate an understanding of the direction of line when creating texture. G Most will have included varying tones when using line to create texture. F Some will have sensitively looked at tone and developed these mark making techniques to create texture. E	Students to experiment with different patterns and textures using pen. How many different textures can you create?	Students follow step by step example and work onto template to create a ‘woven texture’. They will understand how the direction of line influences the texture. They will then try to create form using tone and different textures (spheres x5)	Provide template that is already started for SEN and ask to complete. No template for higher ability students.	To draw the sleeve of their school jumper including the textures they see.	Students to write explaining how and why line (direction and thickness) is important when creating tone and texture. Use questions to frame answers.
4	All students will show their understanding of mark making and use this knowledge to illustrate Van Gogh’s landscape in teams. If we are working in a team – what qualities should we have?	All students will show a fair understanding of working in teams. Most students will show good working relationships and help each other illustrate their textures appropriately. Some students will sustain great working relationships, from the starter to the completion.	JIGSAW Students to put the image back together to see how it looks. Decide on teams and roles they hold within teams.	Students to recreate Van Gogh landscape in teams. Following a teacher demo, they will map it out first, very lightly, including the direction of the fallowed fields and then they can use Sepia drawing ink and sticks to add texture and tone.	Provide template (already mapped out) for SEN and ask to complete.	To look up the technique of “paper quilling” and to write it down in their planner	Competition which team has worked the best? Which team have joined up the textures most accurately?



						Year 7	Texture and Pattern
		<p>G:Identify differences between textures F:As above but to show more control E: As above and to identify / create accurate perspective in the fallowed fields with lighter marks for the sun and sky.</p>					
5	Students are introduced to the skills of paper quills, curls and cutting to create various textures.	<p>G: Can create basic quills. F: Can create some different shapes/types of quills to create tree shape. E: Can create various different types of quills with ease to recreate tree shape</p>	Students given a scrap of paper and are asked to create texture.	Explain and discuss quilling. Teacher modelling of how to quill paper. Ask students to try out different shapes following examples on board. Explain main activity – starry night mixed media – quilling for sky and pen/pencil for trees and foreground.	SEN students to copy out at least 4 different types of quills and glue into book.	Students to experiment with quilling at home.	Gallery walk
6	Students are introduced to Impasto painting using acrylics.		What are warm colours? What are cool colours?	Explain and demonstrate what Impasto is. Teacher modelling of main activity.		Research an artist that uses Impasto.	
7	Students create a piece of work in the style of Van Gogh using incorporating as many of his characteristics as possible using acrylic paints.	<p>All will have shown texture in the style of Van Gogh. Individual brushstrokes. G Most will have developed their colour schemes in the style similar to Van Gogh. Individual brushstrokes, tints and tones of colours. F Some will have shown movement in their work similar to Van Gogh. Small individual brushstrokes closely spaced together, tints and tones of colour. E</p>	Describe the scene of starry night.	Explain and demonstrate how to use acrylic. Explain rules of acrylic painting. Explain success criteria and ensure students are aware of a good outcome. (STARRY NIGHT)	SEN – can use oil pastels if required. Can map out swirls or use pre drawn out image.	Research and write 5 facts on Van Gogh.	www and ebi peer feedback.



8	Students create a piece of work in the style of Van Gogh using incorporating as many of his characteristics as possible using acrylic paints.	All will have shown texture in the style of Van Gogh. Individual brushstrokes. G Most will have developed their colour schemes in the style similar to Van Gogh. Individual brushstrokes, tints and tones of colours. F Some will have shown movement in their work similar to Van Gogh. Small individual brushstrokes closely spaced together, tints and tones of colour. E	How can I improve my work? Write down a target and strategy for the lesson.	Explain and demonstrate how to use acrylic. Explain rules of acrylic painting. Explain success criteria and ensure students are aware of a good outcome. Discuss targets and strategies needed to improve work. (STARRY NIGHT)	SEN – can use oil pastels if required. Can map out swirls or use pre drawn out image.	Year 7 What is aboriginal Art? Research	Texture and Pattern peer feedback.
9	Students create a piece of work in the style of Van Gogh using incorporating as many of his characteristics as possible using acrylic paints.	All will have shown texture in the style of Van Gogh. Individual brushstrokes. G Most will have developed their colour schemes in the style similar to Van Gogh. Individual brushstrokes, tints and tones of colours. F Some will have shown movement in their work similar to Van Gogh. Small individual brushstrokes closely spaced together, tints and tones of colour. E	How many different colours and shades can you see in the work?	Close up of Van Gogh's beard using A5 template photocopied onto cartridge. Introducing more colours when painting with Impasto technique.			
10	Students to learn about Aboriginal dot paintings and the symbolism within them. Students to create their own painting inspired by Aboriginal Art.	Evenly sized and spaced dots. Limited colour palette. Repetition of symbols and use to symbols to create a concept/meaning. Limited white space/empty space. Elements of sequence and balance within pattern.	Copy the writing from board into your books. Then answer the two questions.	Discuss and explain Aboriginal art. Students to present homework. Watch you tube video. Discuss symbolism present in Aboriginal Art. Explain objectives to students. Recap on acrylic paint rules. Use cotton buds to create dots.	SEN to work on a larger scale and to copy a pattern directly from example.	Create your own dotted image using aboriginal art as an inspiration. Use ICT	Self-assess work looking at success criteria.
11	Students to learn about Aboriginal dot paintings and the symbolism within them. Students to create their own painting inspired by Aboriginal Art.	Evenly sized and spaced dots. Limited colour palette. Repetition of symbols and use to symbols to create a concept/meaning. Limited white space/empty space. Elements of sequence and balance within pattern.	Looking at the success criteria what do I need to do to improve my work? Write down a strategy and a target for the lesson.	Recap on success criteria and strategies to achieve these. Recap on acrylic paint rules. Use cotton buds to complete painting.	SEN to work on a larger scale and to copy a pattern directly from example.	Create your own dotted image using aboriginal art as an inspiration. Use ICT	www and ebi peer feedback.
12	Students to learn about Aboriginal dot paintings and the symbolism within them. Students to create their own story using aboriginal symbols.		Decipher the sentences on the board.	Use the symbols and words to create a story.			
9	Students will examine the work of illustrator Ian McArthur and create pen drawings of animals in his style.	All will their imagination to design patterns in their animal. Most will demonstrate symmetry in their patterns. Some will use their patterns to create texture and tone in the animal.	How many different types of patterns can you see in the image?	First students will imitate drawing of fish in their books. We will discuss and look at the work of illustrator Ian McArthur. They will then choose an animal outline in which they will fill with pattern in the style of Ian McArthur.	SEN to copy a pattern directly from example.	Research the illustrator Ian McArthur	Gallery walk/peer assessment.



10	What is pattern? Create/design your own patterns applying the visual characteristics of pattern	Repetition – shape/symbol to be repeated. Sequence – 11,22,11,22,11.... Or 1,2,3,1,2,3,1,2,3 Symmetry- if folded in half each side would be the same Balance - uniform amounts of positive/negative space.	Look around the room. How many patterns do you see?	Teacher to go through powerpoint which visually shows each of the visual characteristics of pattern. Students to use graph paper and felt tips to create a pattern demonstrating all visual characteristics of pattern.	SEN to copy a pattern directly from example.	Students to learn the 4 features of a pattern.	Year 7 Texture and Pattern characteristics can your peer/neighbour point out??
11	To apply the slice method to create a tessellated pattern	G Basic shapes will be repeated and positioned next to each other with attempts at no gaps. F Clear attempts at having no gaps. Shapes will be repeated and identical. E Tessellations will have no gaps. They will be neat and accurate. There will be clear attempts at creating a tessellation with a simple motif/image. D Tessellations will have no gaps. They will be neat and accurate. Can you make your pattern more sophisticated? Can you create a tessellation with a complicated image?	You tube video - http://www.youtube.com/watch?v=KOOBDC0RO-k	Discuss and explain what a tessellated pattern is. Teacher modelling of how to make a tessellated pattern. Cut a 6 by 6 square from the graph paper Draw a pattern on one side Cut out and attach with tape onto the opposite side Repeat with the other sides. This is your tessellated shape. Place at the top of an A3 and draw around. Move and draw around again – keep going until you fill the page!	SEN students to use basic shapes only.	Students to write a paragraph about Escher's tessellations.	Self-assessment – www, ebi using checklist/success criteria
12	To apply the visual characteristics of pattern in creating art inspired by Damien Hirsts – Butterflies.	All will use subject specific vocabulary to describe the work of Damien Hirst. All will recap on the visual characteristics found in patterns. G butterflies cut neatly, repetition will be evident, with clear attempts at sequence. F butterflies cut neatly, repetition and sequence will be evident, with clear attempts at symmetry. E butterflies cut accurately, repetition, sequence, and symmetry will be clearly evident, good attempts at balance. D butterflies cut accurately, repetition, sequence, symmetry and balance will be clearly evident. Experiment and explore with the technique/task – how can you make your pattern more unique?	Describe the work using subject specific vocabulary. Mindmap.	Teacher to divide class into teams of 3. Roles to be established in groups. Recap on the visual characteristics of pattern. Teacher to model how to use scissors/ a craft knife effectively. Discuss the importance of planning out compositions before gluing.	SEN to cut out large butterflies only.	Students to write a paragraph about Damien Hirsts – Butterflies.	Gallery walk – peer assessment. What level is your groups work?
13 FINAL PIECE	Students will create a relief exploring the sculptural and textural properties of paper. Reliefs will be based on the artist Heather Knight.	My mask shows two different types of texture Our mask shows at least two sculptural elements (3D). My work is not flat – I have constructed at least one feature so it sticks out of the base. I have not drawn on any	Students given a scrap of paper and are asked to create texture.	Students will examine the work of Heather Knight and use paper to create a relief tile inspired by her work. Students should plan out their composition in advance.	SEN to be given very specific instructions on tasks. 121 teacher demonstration of activities. SEN to either work along with higher ability students or in a low ability group	All students to draw up their design with annotations.	Groups to present work so far teacher to give feedback and target.



		of the features. I have created and presented my work with care and control. (Work will have been glued down well, no unwanted tape showing, mask base has been well covered)			with clear teacher instructions.	Year 7	Texture and Pattern
14 FINAL PIECE	Students will create a mask exploring the sculptural and textural properties of paper. Masks will be based on animals.	My mask shows two different types of texture Our mask shows at least two sculptural elements (3D). My work is not flat – I have constructed at least one feature so it sticks out of the base. I have not drawn on any of the features. I have created and presented my work with care and control. (Work will have been glued down well, no unwanted tape showing, mask base has been well covered)	How can we improve our work? Write down a target and strategy for the lesson.	Discuss targets and strategies needed to improve work. Teacher will provide advice and show techniques to individuals based on their ideas/designs.	SEN to be given very specific instructions on tasks. 121 teacher demonstration of activities. SEN to either work along with higher ability students or in a low ability group with clear teacher instructions.	n/a end of project	Groups to present work, teacher and peers to score out of 5 based on assessment criteria
15	Plasticine/clay as progression?						