

Unit Overview: Drawing							
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:
Key Focus for Unit: <i>What is the key knowledge being delivered?</i> <i>What is the intent of this unit?</i>							
<p>This unit is an exciting and dynamic introduction to Drawing for Year 7.</p> <p>The unit has three key aims:</p> <ul style="list-style-type: none"> To introduce students to Art and Drawing, focusing on enjoying, understanding the visual and contextual language. To introduce students to the basic skills of articulation and listening, focusing on exploratory talk in group discussions. To provide students with a foundation into skills and techniques in drawing. 							
Key Knowledge and Big Ideas: <i>What Powerful Knowledge and Big Ideas are explored in this Unit?</i> <i>How have these progressed from previous learning? What gaps in knowledge have you identified from baselining and how are they being closed?</i>							
<p>Big Ideas: A01-A04</p> <p>(AO1) Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.</p> <p>(AO2) Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p>(AO3) Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p>(AO4) Present a personal and meaningful response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p> <p>Literary Convention Knowledge:</p> <ul style="list-style-type: none"> Students will be able to discuss key elements of Art: Can describe typical features of art. Can listen and respond to information about the work of others. Can ask relevant questions to develop their understanding. Can investigate from given information and resources. Formulate opinions and justify them. <p>Contextual Knowledge:</p> <ul style="list-style-type: none"> Students will be able to build on their understanding of Artists work and focus on questioning art. Students can describe the visual language in artists work and describe what they see using basic terms. Students will learn about the context of Drawing through historical and contemporary examples. Knowledge of Skill, Technique and Experimentation in Pencil Mark-Making/ Drawing: It is important to build up the skills needed in using pencil in terms of dexterity, control in leaning to vary the tone using the side and tip of the pencil through mark-making and shading. Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface. Artists use gesture to express their feeling and emotions in response to something seen or something felt – or gestural qualities can be used to create a purely abstract composition. <p>Students build these skills and develop their understanding further of mark-making and tone in two observational pieces that challenge in different ways. The first piece is a Primary form of observation of a scumbled piece of paper in response to Martin Creeds Art. The second is a Secondary piece of observation that focuses students attention to composition, proportion, shape, form, shade/tone and mark-making.</p>							

- **Knowledge of Skill, Technique and Experimentation in Charcoal, Mark-Making/ Drawing:**
Students further develop their skills in drawing through experimentation in Charcoal that gives students exposure to a more expressive medium. They apply tone and mark-making and get familiar with how this media differs to pencil. These skills are further developed through observing Frank Auerbach’s mark-making in charcoal, then through primary and secondary observation that build in learning about creating a ground and how to add highlights in chalk.

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

This unit aims to build and develop, practical and contextual skills within Art focusing on Drawing. The Formal Elements of mark-making skills will be a focus.

Students will be assessed on the following criteria:

- Making clear points
- Justifying opinions
- Describing Artists work
- Investigating from given information and resources
- Composition
- Tone
- Mark-making

Baseline Assessment: Drawing 1

Students will be assessed on their ability to transfer knowledge of drawing through mark-making/tone deploying these techniques through observing Marandi’s Still Life that combines these elements. In turn this focus’s on composition, shape, size and proportion.

Students will:

Record using basic observation skill.

Observe with and use line to show shape with accuracy with some tone and mark-making.

Record using adequate skill, showing good shape with accurate proportion and tonal range/mark-making with control.

OUTSTANDING STUDENT: Will record shape and proportions of objects in lead pencil with control, using a soft use of line and varied realistic tone with detailed mark-making.

Baseline Assessment: Artist Response/ Written Assessment 2

Students will be assessed on their ability to describe the art fully.

Recall strategies: Oral questioning throughout the topic re-visiting the Formal Elements employed by artists and using descriptive language writing about an Artists Work.

Students will listen and respond to information about the work of others.

Complete a description of Frank Auerbach’s drawings and paintings in terms of their formal elements (texture and line).

Demonstrate an understanding of Auerbach and show a range of descriptive written understanding.

<u>Key Skills Explored</u>	<u>Vocabulary Selected for Drawing</u>	
Students will be assessed on the following criteria: <ul style="list-style-type: none"> • Making clear points • Justifying opinions • Listening to others • Asking questions • Disagreeing and challenging politely 	<u>Tier 2</u> Narrative Visual language Contextual Representation Theme Depiction Composition	The art curriculum at St Marks Academy should ensure that our students: <ul style="list-style-type: none"> - Are able to think in a creative way as a result of their experiences of the art curriculum. - Can use and apply a range resources, reference material,

<ul style="list-style-type: none"> • Observation • Shade/Tone • Line • Shape/Form • Mark-Making • Experimentation 	Form Shape Line Texture Blending Mark-Making Texture Detail Tone Expressive	experiences and information to different artistic contexts - Becoming independent learners, many of whom are high achieving and ambitious young artists. - Have explored and experimented with different ways of drawing. - Can show understanding of both historical and contemporary artistic practice.
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next year?</u>	
<p>This project lays the foundation in thinking and responding to art and learning the different skills and techniques in drawing. These skills will be re-visited during KS3 and beyond. We develop speaking and listening skills which are vital for our students employability. Students will be encouraged to think outside the box and challenge their peers with new ideas and interpretations in connection to Art.</p>	<p>Y7 Drawing: "Learning to draw means learning to see" In this Project students are exposed to different ways of working and exploring drawing, but essentially learning to see while opening up their minds to different forms of Art. These skills are fundamental in understanding and exploring art further. The skills acquired are built on and further explored in year 8 but through a different theme and skill set in which design and creativity with observational drawing link together</p>	