

Unit Overview: Botanical Art							
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:
<u>Key Focus for Unit:</u> <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 investigation into Botanical Art/ Natural Forms for Year 8. Botanical art fuses art and science to produce images that have an important role in documenting and identifying plants. As the project develops students expand on their subject and contextual knowledge in response to artists and techniques.</p> <p>The unit has three key aims:</p> <ul style="list-style-type: none"> • To introduce students to Botanical Art, focusing on enjoying, understanding the visual and contextual language and connection with Science. • To build students skills of articulation and listening, focusing on exploratory talk in group discussions. • To provide students with a foundation into skills and techniques in different media via natural forms. 							
<u>Key Knowledge and Big Ideas:</u> <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: they can describe typical features of art, and make links to the mood. • 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. <p>Contextual Knowledge:</p> <ul style="list-style-type: none"> • Students will be able to start to form their understanding of Artists work and opinions. • Students can describe the visual language in artists work and describe what they see expanding on the basic terms. • Students will learn about the context of Botanical Art through historical and contemporary examples and links to Botanical illustration. <ul style="list-style-type: none"> • Knowledge of Skill, Technique and Experimentation in Botanical Drawing: 							

- Botanical art fuses art and science to produce images that have an important role in documenting and identifying plants. Students respond to both contemporary and historical artists that use natural forms to inform their art work in very different ways. Building on different media and skills students create different art pieces in response to artists work, their first design element comes in response to Gary Hume and articulate/annotate the main features in the art and the mood. Students build these skills and then apply this learning in their next practical piece by botanical illustration.

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 Botanical Art. 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
- investigate from given information and resources
- Composition
- Proportion
- Tone
- Mark-making explored through botanical illustration
- Design
- Layout
- Colour Blends
- Collage

Baseline Assessment: Drawing 1

Students will be assessed on their ability to design and show understanding of Gary Humes Art in their piece observing and recording in a colour pencil drawing showing some understanding of composition, line, shape, size and tone.

Assessment Criteria for Gary Hume design:

Students will:

Students will design their own botanical drawing based on Hume’s flower series.

Students will show understanding of composition – how the design is laid out on the page.

Students will consider the role of detail in their design and what to include and purposely leave out?

Students will show an understanding of form and shape.

Part 2 of Botanical assessment

Students will show understanding of the key characteristics of Gary Hume’s work.

Students will create a piece of work that shows Hume’s characteristics.

Students will interpret Hume’s paintings via collage considering shape, colour and composition.

OUTSTANDING STUDENT: Demonstrate an understanding: Refining collages adding line detail into flowers and leaves with finely cut paper. Outer edges, and internal detail will be added with a delicate use of line in pen. With further detail created by adding more layers with the paper.

Key Skills Explored

Vocabulary Selected for Drawing

<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> • Making clear points • Justifying opinions • Listening to others • Asking questions • Disagreeing and challenging politely • Observation • Shade/Tone • Line • Shape/Form • Mark-making 	<p><u>Tier 2</u> Narrative Visual language Contextual Representation Theme Depiction Composition Form Shape Line Texture Blending Space Primary Secondary</p>	<p>The art curriculum at St Marks Academy should ensure that our students:</p> <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, 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.
<p><u>Links to Careers/Employability</u></p>	<p><u>How does this unit prepare students for the next year?</u></p>	
<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>Y8 Botanical art: In this Project students are exposed to different media and materials whilst working from Natural Forms. The skills acquired in year 7 are built on and further explored in year 8 through more focused sustained studies that develop the theme and skill set with design and creativity where observational studies link together to underpin experimental and media investigations.</p>	