

KS3 Art Medium Term Planning



CLASS:	TEACHER:
SUBJECT: ART TERM:	Scheme of Work: Fish Face (daim)
Unit objective: To explore the work of an artist, to understand his process' and methodologies, to be able to produce work inspired by the artist taking influence form his techniques and work. To learn new skills. To Assess existing skills and areas for development of fine motor skills, tactile awareness, colour perception, hand eye co-ordination. Development of observational skill. Development of decision-making skills and assertiveness. Development in the ability to express a perspective (physical and cerebral or apparent). Understanding of different techniques: drawing; shading; mark making; use of inks; watercolours; blotters; construction; research; composition. Exploration and appropriate application of techniques. Awareness of creation of art work. Understanding of set parameters, brief or guidance notes. Production of works. Completion of set tasks. To take part in communal critiques	

KS3 Art Medium Term Planning



Learning Objectives for unit:

Look at the work of an artist (selective). - Try to understand or interpret what the artist is trying to say.

Write a list of ideas provoked by looking at the artist's work (first personal response).

Reading and looking at the process the artist uses.

Breaking the work down into parts in order to recreate (or produce a study)

Observe and learn how to apply colour in different ways.

Mix paint to create and apply colour

Draw a new study

Outline indicating colour sections and detail

Take part in tutorial how to use and apply inks and watercolours in washes, mix and layer.

Complete a colour wheel using watercolour

Focusing on patterns in fur, wings and skin

Draw studies of animal patterns (in 2 dimensions)

Develop studies by producing abstracts details of sections

Morph letters (name or otherwise) into animal pattern. (development of abstract.

How to create a printing block

(lino or other)

Understanding what a repeated pattern is

Repeat design to create a larger pattern

Use pattern to decorate

To refine and develop ideas, realising intentions by producing a finished drawing

Produce a painting that combines all that has been learnt: watercolour, pattern and print.

Explore 3 dimensions

Develop craft (paper/ glue and scissor skill)

Learning Outcomes for unit:

To demonstrate ability to look, think on a piece of art.

To attempt to understand the motivations or intentions of the artist

To respond (make comment) on another's' work and record

To develop sketching and planning ability

Achieve a greater understanding of the artist's processes (physical- and cerebral)

Copy a short piece of writing about the artist's work

Draw a study of a chosen or particular piece 2x examples

Produce a study (drawing) of Daim's work.

Complete a colour wheel (appropriate to level)

Produce multiple colour samples.

Apply knowledge and skill at mixing colour to create a study (fill in or drawn) study of Daim's fish eyes.

Mix primary colours to produce

Secondary

Add white & black to produce tones and shades

Produce sketches and studies of animal prints and patterns from photographs.

Produce further studies that are close and have an abstract quality

Produce a drawing(s) within which the shapes of the pattern are manipulated as such from their original

(abstract) form to form letters. (Still close up)

Produce a final drawing which may be of a group of patterned fish or zebras for example, that all have

manipulated patterns that contain words...

Design numerous patterns

Make a choice based on design effectiveness

Make a template for a lino print

Create a lino print

Combine existing skills to produce a new piece of work

Improved confidence in techniques and mediums

Commence work on final piece

Realise intentions.

Produce a fish face mask

Layer and fold paper to create different effects



KS3 Art Medium Term Planning

Introduction to unit:

The 'Daim' fish face unit is designed to give students the opportunity to develop their existing ability in a variety of basic skills. These include looking at the work of others, line drawing; drawing in and manipulating perspective; appropriate application of colour; mark making, developing their own ideas and mounting work. They will be investigating their basic techniques to see what they can do well and how they can improve. They will also be introduced and in turn learn to develop an ability to critique the work of others.

This Project serves to give the teacher an opportunity to introduce an artistic process of working whilst simultaneously improve the students' abilities, preferences, strengths and areas for improvement

The project aims to develop a sense of spacial awareness, abstraction and visualisation. The concepts in this project are simple but require considerable thought process and concentration.

To help further develop understanding of space and perspective a sculptural element is attached, which can be extended to utilise various different mediums.

Unit Title: Daim (fish face)

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
1	Free ideas and initial research (first look)	<p>Look at the work of an artist (selective). - Try to understand or interpret what the artist is trying to say.</p> <p>Write a list of ideas provoked by looking at the artist's work (first personal response).</p>	<p>To demonstrate ability to look, think on a piece of art.</p> <p>To attempt to understand the motivations or intentions of the artist</p> <p>To respond (make comment) on another's' work and record</p> <p>To develop sketching and planning ability</p>	<p>Introduction and ppp about artist</p> <p>Discussion about 2 or 3 images</p> <p>Distribution of materials</p> <p>Drawing and colouring warm up exercises (task appropriate) - mark for improvements later in lesson.</p> <p>Task: Think about lots of colours How many different colours can you name? (make a list)</p> <p>Look at the lots of pictures of funny fish faces</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>2b pencils</p> <p>Scrap (sketch paper)</p> <p>Cartridge paper</p> <p>Research images</p> <p>Video:</p> <p>https://www.youtube.com/watch?v=Exy6EerFKRY</p> <p>https://www.google.co.uk/search?q=funny+fish+faces&safe=strict&biw=1920&bih=955&source=lnms&tbn=isch&sa=X</p>

KS3 Art Medium Term Planning

Unit Title: Daim (fish face)						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				<p>Design your own letters to write the words: 'fish face': (draw examples on board)</p> <p>Colour in neatly! (this will become the title page for the project)</p> <p>Mount and stick into book.</p>		https://www.youtube.com/watch?v=0ahUKEwjF_uLWhpDKAhVM2RoKHWYhDu8Q_AUIBigB
2	Drawing a study of an Artist's work	<p>Reading and looking at the process the artist uses. Breaking the work down into parts in order to recreate (or produce a study)</p> <p>Observe and learn how to apply colour in different ways.</p>	<p>Achieve a greater understanding of the artist's processes (physical- and cerebral)</p> <p>Copy a short piece of writing about the artist's work</p> <p>Draw a study of a chosen or particular piece 2x examples</p>	<p>Line drawing and pencil shading exercises (task appropriate) - mark for improvements later in lesson.</p> <p>Revisit Artists work Discuss images and what students thoughts. A second look can reveal more detail</p> <p>Read through brief narrative about artist</p> <p>Ask students to rewrite what they have heard plus any personal opinion or feedback thoughts and feelings.</p> <p>Choose an artwork to study. (ensuring that the 'process' is shadowed)</p> <p>Colour in neatly! (this will form the first research project)</p>	<p>Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required</p>	<p>2b pencils Scrap (sketch paper) Cartridge paper Research images Coloured pencils</p>

KS3 Art Medium Term Planning

Unit Title: Daim (fish face)

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				Mount and stick into book.		
3	<p>Lower school: Fish eye studies</p> <p>Drawing a study of an Artist's work (either new study or apply colour to a photocopy of previous study)</p> <p>Using water colours</p>	<p>Mix paint to create and apply colour</p> <p>Draw a new study Outline indicating colour sections and detail</p> <p>Take part in tutorial how to use and apply inks and watercolours in washes, mix and layer.</p> <p>Complete a colour wheel using watercolour</p>	<p>Produce a study (drawing) of Daim's work.</p> <p>Complete a colour wheel (appropriate to level)</p> <p>Produce multiple colour samples.</p> <p>Apply knowledge and skill at mixing colour to create a study (fill in or drawn) study of Daim's fish eyes.</p> <p>Mix primary colours to produce Secondary</p> <p>Add white & black to produce tones and shades</p>	<p>How has Daim used colour? Discuss tones and shades, (complete additional worksheet if necessary)</p> <p>Demonstrate how to use water colours</p> <p>Using previous lessons learning to guide process; produce another study (outline only).</p> <p>Demo of mixing colour</p> <p>Demo of apply colour</p> <p>Distribute worksheets Complete colour wheel</p> <p>Draw outline artist study of fisheye</p> <p>set to task on colouring artist study</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>Thick paper</p> <p>Water colours</p> <p>brushes</p> <p>Pencils HB</p> <p>Resource sheets</p> <p>Colour wheel worksheet</p> <p>https://www.youtube.com/watch?v=_cUv4csQw1o</p> <p>application of video</p> <p>Additional/ extension: Tones and shades work sheet</p>

KS3 Art Medium Term Planning



Unit Title: Daim (fish face)						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
4	Drawing animals patterns (objects)	Focusing on patterns in fur, wings and skin Draw section studies of animal patterns (in 2 dimensions)	Produce sketches and studies of animal prints and patterns from photographs. <i>Copy simple sections of patterns and colour</i> <i>Produce further studies that are close and have an abstract quality.</i> <i>Modify a pattern from a fish pattern</i>	Explain context within project reference artists work (revisit research) Distribute sample images (photographs) of animal prints etc Task1 Students to sketch and produce finished drawings (multiple studies) of different sections of, or different animals print and pattern.	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Images resources
5	Developing studies into abstractions letters patterns	Develop studies by producing abstracts details of sections	Produce a drawing(s) within which the shapes of the pattern are manipulated as such from their original (abstract) form to form letters. (Still close up) <i>Draw a shapes (circular pattern) within a bubble letter (drawn by staff)</i> <i>Draw outline of letters using only a bubble pattern</i> <i>Draw a complex animal pattern and disguise a letter within it using colour</i>	Explain context within project reference artists work (revisit research) Distribute sample images (drawing of animal pattern camouflage letters) Task 1 Produce sketches of patterns manipulated to form letters in stages Task 2 (EXT) Reproduce selected sections of fur/ pattern and draw a staggered or (staged) process or strip that demonstrates a manipulation of fur into letters.		

KS3 Art Medium Term Planning



Unit Title: Daim (fish face)

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources

KS3 Art Medium Term Planning

Unit Title: Daim (fish face)

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
6	Developing studies into abstractions letters combine to make words	Morph letters (name or otherwise) into animal pattern. (development of abstract awareness).	<p>Produce a final drawing which may be of a group of patterned fish or zebras for example, that all have manipulated patterns that contain words...</p> <p>Draw a school of fish writing initials on some of the fish making it look a bit like the pattern.</p> <p>Draw a school of fish and colour some of the fish a different colour to spell your name</p> <p>Draw a school of fish changing the pattern of each fish to resemble a letter to spell a word</p>	<p>Task1</p> <p>Produce a landscape scene with multiple animals with manipulated patterns, screening a message</p> <p>Pencil shade or other (this should take more than one lesson)</p>		
7	Understanding patterns	<p>Create a unique pattern</p> <p>Understanding what a repeated pattern is</p>	<p>To produce a pattern following a simple process</p> <p>Copy a design and repeat it to create a pattern</p> <p>Create an abstract design and repeat it to create a pattern</p> <p>Create a design, repeat to create pattern; manipulate colours to increase complexity/ visual appeal</p>	<p>Produce a simple design in a single box. Draw a grid of 9 boxes. Redraw design in each of the boxes to create a pattern sample sheet.</p> <p>Repeat process to create numerous different patterns (6 designs)</p>		



KS3 Art Medium Term Planning

Unit Title: Daim (fish face)

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
8	Repeating patterns	Understanding what a repeated pattern is	<p>Design numerous patterns</p> <p><i>Copy a design and repeat it to create a pattern</i></p> <p><i>Create an abstract design and repeat it to create a pattern</i></p> <p><i>Create a design, repeat to create pattern; manipulate colours to increase complexity/ visual appeal</i></p> <p>Make a choice based on design effectiveness</p>	<p>Complete a design pattern sheet including a minimum of 6 different pattern designs. Following process learnt last lesson</p> <p>Colour said designs</p> <p>Choose best design</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>Paper</p> <p>Pencils</p> <p>Lino</p> <p>Printing ink</p> <p>Rollers</p> <p>Cutting tools</p>

KS3 Art Medium Term Planning



Unit Title: Daim (fish face)						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
9	How to create a printing block (lino or other)	<p>Choose a pattern to make into a lino print</p> <p>Be able to use a lino cutting tool (with assistance)</p> <p>Apply ink with assistance to create a lino print</p> <p>Learn how to apply ink to create a lino print</p> <p>Smoothly apply ink to create a clear result</p>	<p>Re draw design onto lino in pencil</p> <p>Use lino cutting tools safely to create a template for a lino print (with assistance)</p> <p>Create a lino print</p>	<p>Watch demonstration on how to:</p> <p>Transfer (draw) design onto lino Use tools appropriately to cut lino Apply ink using roller make a print</p> <p>Draw design onto lino (incorporating any modifications accordingly)</p> <p>Cut out lino , make test print</p>		
10	LO: Make a pattern using lino printing	<p>Measure and mark a layout for a pattern</p> <p>Apply ink with assistance to create a lino print pattern</p> <p>Learn how to apply ink to create a lino print pattern</p> <p>Smoothly apply ink skilfully to create a clear result with a</p>	<p>Design a pattern using colours</p> <p>Create a pattern using lino printing</p>	<p>Watch demonstration on how to:</p> <p>Measure lino block spacing onto lines on paper Mark start and finish points Note where each colour goes using a simple code system (r = red for example), to create a pattern. Print one colour at a time (all the 'r's then all the 'y's etc.</p> <p>The students should be encouraged to work in a linear production line format. One student working on a single colour</p>	<p>Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required</p>	<p>A3 sheets with line divisions drawn or to be drawn by students dependent on ability</p>

KS3 Art Medium Term Planning



Unit Title: Daim (fish face)						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		specific pattern		<p>before washing their print block and moving to the next colour.</p> <p>Produce a completed pattern sheet. This should be full of repeated design prints in different colours randomly with intention in a specific order dependent on ability</p>		
11	Designing a fish!	<p>Using a provide fish outline copy a pattern onto it.</p> <p>Draw a fish with a pattern you have designed yourself</p> <p>Design a unique pattern inspired by what you have seen and learnt through this project to create a new species of sea creature</p>	<p>Combine existing skills to produce a new piece of work</p> <p>Improved confidence in techniques and mediums</p>	<p>Review all previous work on fish and patterns</p> <p>Discuss and confirm understanding of what has been learnt (what is design what is pattern etc)</p> <p>Complete a brainstorm with students on whiteboard visually (and written) of their ideas for new unique fish designs' e.g. a tartan shark</p> <p>Ask students to begin to design their fish</p> <p>Using a fish outline design a unique pattern</p> <p>Draw one or multiple large fish outlines With new unique patterns</p> <p>Create an entire new species of fish with a pattern to match</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>Paper</p> <p>Pencils</p> <p>Lino</p> <p>Printing ink</p> <p>Rollers</p> <p>Cutting tools</p>

KS3 Art Medium Term Planning



Unit Title: Daim (fish face)						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				All students to colour and if desired annotate work		
12	Printing patterns onto a fish outline	<p>Design and create a pattern for a lino print As lesson 9</p> <p>Use pattern to decorate As lesson 10</p> <p>Repeat design to create a larger pattern As lesson 11</p>	<p>As lesson 9 As lesson 10 As lesson 11</p> <p>Combine existing skills to produce a new piece of work</p> <p>Improved confidence in techniques and mediums</p>	<p>Using design cues from lesson 10 Make additional lino's as required</p> <p>Print pattern to create fish skin</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>Paper</p> <p>Pencils</p> <p>Lino</p> <p>Printing ink</p> <p>Rollers</p> <p>Cutting tools</p>
12/13/14	Produce final drawing Ocean scene	<p>To refine and develop ideas, realising intentions by producing a finished drawing</p> <p>Produce a piece of work that combines all that has been learnt: watercolour, pattern and print.</p>	<p>As lesson 3,5,6,9,10 & 11</p> <p>Commence work on final piece</p> <p>Realise intentions.</p>	<p>Design a ocean scene that incorporates any and or all of the previous skills that you have learnt:</p> <p>A school of fish with hidden letters in their patterns</p> <p>Your own fish creations, sea slugs etc</p> <p>Lino print seaweed or waves</p> <p>Patterned rocks etc..</p> <p>Work on final drawing/ personal response.</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>Watercolour</p> <p>Brushes; water</p> <p>Fine line pencils</p> <p>Paper</p> <p>Pencils</p> <p>Thick paper</p> <p>Paper</p> <p>Pencils</p> <p>Lino</p> <p>Printing ink</p> <p>Rollers</p> <p>Cutting tools</p>

KS3 Art Medium Term Planning



Unit Title: Daim (fish face)

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
15/16 ext	Create 3d fish face mask	Explore 3 dimensions Develop craft (paper/ glue and scissor skill)	Produce a fish face mask Layer and fold paper to create different effects	Utilise existing drawings and studies Crate an appropriate design for realisation into 3d; note colour papers and techniques required. Measure face Create card back plate (with eye holes) Fold cut and stick paper accordingly	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Face masks Card PVA



KS3 Art Medium Term Planning

<p style="text-align: center;"><u>SMSC</u></p> <p>Social Development: Students will have to cooperate with others during the sessions</p> <p>Moral Development: Students will have the opportunity to learn different social development issues</p> <p>Spiritual Development: Students will learn to reflect on their own practice and that of their peers.</p> <p>Cultural Development: Role models from different backgrounds will be used to highlight success in the different activities.</p> <p>British Values: <u>Democracy:</u> Students will listen to others in the lesson and work together to solve any problems</p> <p><u>The rule of law:</u> Students will accept that there are rules during the lesson and that they to abide by these rules</p> <p><u>Individual liberty:</u> Students will be free to express themselves during the lesson without any interference or constriction</p> <p><u>Mutual respect:</u> Students will respect others in their class, even if they are not as able as them during the lesson</p> <p><u>Tolerance of those of different faiths and beliefs:</u> Students will respect that others will not always believe or belong to the same faith as them. :</p>	<p><u>ICT and web sites:</u></p> <p>https://www.youtube.com/watch?v=Exy6EerEkRY</p> <p>https://www.google.co.uk/search?q=Mirko+Reisser&safe=strict&biw=1920&bih=955&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj9mNWD-9PJAhXHtRoKHX-BCIcQ_AUIBigB</p> <p>http://mirkoreisser.de/</p> <p>http://daim.org/site/en</p> <p>dependent on group preferences. Or anything like this: https://www.google.co.uk/search?q=fish+eyes&safe=strict&biw=1406&bih=796&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj2mIzuyuXJAhUEOxoKHYVcBoYQsAQIGw</p>	<p><u>Opportunities for Problem Solving / Flexibility of Thought:</u></p> <p>lots! Every objective! Changing and adapting ideas and perceptions taking and giving advice working independently working with others Changing and adapting ideas Taking advice from other students and staff members Working with others</p>	<p><u>Sensory Activities:</u> The use of different equipment Different sensory activities</p>
<p>RWC&M</p>			

KS3 Art Medium Term Planning



<u>Reading</u>	<u>Writing</u>	<u>Activities to Promote Interaction and Communication:</u>	<u>Mathematics</u>
objectives outcomes worksheets visuals aids research information instructions	lots of keywords!	listening working together helping each other giving feedback (taking) making choices taking turns to talk and listen commenting on a achievements making choices encouraging each other praise	geometry and perspective