

Art Medium Term Planning



CLASS:	TERM:	TEACHER: Ben
SUBJECT: ART	Scheme of Work: Drawing from life	
<u>Learning Objectives for unit:</u>		<u>Learning Outcomes for unit:</u>
Introduction to unit: •		

Unit Title: Drawing from Life						
Week	Activity focus	Success criteria	Learning Objective	Possible teaching activities & resources	Groups & Staffing	Resources
1	Using pencils and making mistakes	<p>Can attempt to draw straight lines , curves and sharp angles</p> <p>Can draw wavy lines, and make smaller dashes: dots: dashes: Scribbles: Sweeping lines: Wavy lines: Straight lines.</p> <p>Can make simple marks - soft lines.</p> <p>Can make simple marks - hard lines.</p> <p>Can draw a shade bar from light to dark</p>	<p>To be able to use a pencil in a variety of different ways</p> <p>To be able to accept mistakes</p>	<p>Starter Physical Communication Game or warm up. e.g. hangman, pairs game, Pictionary, Make a monster (draw head, fold paper, pass on draw body fold paper etc), Kim's game (memory game removing things from a tray).</p> <p>Moving tables and chairs to class position</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>What are we doing today? Listening to lesson objectives as written on the board. Watching demonstration of activity What materials have been used? Students identify and learn new names for equipment as applicable</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson).</p> <p>Discuss student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. Making simple marks (as listed and on worksheet)</p> <p>Movement break</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>Paper Worksheets pencils</p>

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				<p>2. Making hard and soft marks (creating a shade bar)</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p> <p>discussion and evaluation / www,ebi's etc.)</p> <p>Wash tables, sweep floor, hands etc</p>		
2	Proportions of the face	<p>Draw an (on a) oval face shape</p> <p>Draw lines on the face to divide it into sections;</p> <p>Central line horizontal (eye line)</p> <p>Central line vertical</p> <p>Can draw an upside-down equilateral triangle which plots the centre of the eyes and the position of the mouth</p> <p>Can draw features in correct position but may be disproportionate</p> <p>Draw an (on a) oval face shape</p> <p>Draw lines on the face to divide it into sections;</p> <p>Central line horizontal (eye line)</p> <p>Central line vertical</p> <p>Can divide up drawn lines to position features</p> <p>Can plot space that features should occupy on drawn lines</p> <p>Can position features on plotted lines in relation to each other considering proportion; i.e. one eye in between left and right</p>	To have drawn a recognisable face considering proportion and position of features	<p>Starter Physical Communication Game or warm up. e.g. hangman, pairs game, Pictionary, Make a monster (draw head, fold paper, pass on draw body fold paper etc), Kim's game (memory game removing things from a tray).</p> <p>Moving tables and chairs to class position</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>What are we doing today? Listening to lesson objectives as written on the board. Watching demonstration of activity What materials have been used? Students identify and learn new names for equipment as applicable</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson).</p> <p>Discuss student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. recognising and drawing features according to the triangle rule</p> <p>Movement break</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	

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				<p>2. recognising and drawing features in proportion to each other</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p> <p>discussion and evaluation / www,ebi's etc.)</p> <p>Wash tables, sweep floor, hands etc</p>		
3	Eyes	<p>Can draw a good circle</p> <p>Can draw a simple oval shape</p> <p>Can plot and position the pupil iris</p> <p>Can draw an eyelid (upper and lower)</p> <p>Can draw eyelashes</p> <p>Can draw a tear duct</p> <p>Can shade around the eye</p>	To have drawn a recognisable studies of an eye, considering features, curves and aspects (not symbolic).	<p>Starter Physical Communication Game or warm up. e.g. hangman, pairs game, Pictionary, Make a monster (draw head, fold paper, pass on draw body fold paper etc), Kim's game (memory game removing things from a tray).</p> <p>Moving tables and chairs to class position</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>What are we doing today? Listening to lesson objectives as written on the board. Watching demonstration of activity What materials have been used? Students identify and learn new names for equipment as applicable</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (todays' lesson).</p> <p>Discuss student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. Making studies indicated on worksheet</p> <p>Movement break</p> <p>2. Make more detailed studies of increasing complexity and detail.</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	

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				<p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p> <p>discussion and evaluation / www.ebi's etc.)</p> <p>Wash tables, sweep floor, hands etc</p>		
4	Mouth	<p>Can draw a simple elongated oval shape</p> <p>Can divide the mouth into upper and lower lips</p> <p>Can draw teeth</p> <p>Can insert circles and ovals of different sizes and shapes in order to create the curves of the lips</p>	To have drawn a recognisable studies of a mouth, considering features, curves and aspects (not symbolic).	<p>Starter Physical Communication Game or warm up. e.g. hangman, pairs game, Pictionary, Make a monster (draw head, fold paper, pass on draw body fold paper etc), Kim's game (memory game removing things from a tray).</p> <p>Moving tables and chairs to class position</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>What are we doing today? Listening to lesson objectives as written on the board. Watching demonstration of activity What materials have been used? Students identify and learn new names for equipment as applicable</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (todays' lesson).</p> <p>Discuss student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. Making studies indicated on worksheet</p> <p>Movement break</p> <p>2. Make more detailed studies of increasing complexity and detail.</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	

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				<p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p> <p>discussion and evaluation / www,ebi's etc.)</p> <p>Wash tables, sweep floor, hands etc</p>		
5	noses	<p>Can draw a simple triangle</p> <p>Can draw nostrils</p> <p>Can draw the ala's and the septum</p> <p>Can insert circles and ovals of different sizes and shapes in order to create the curves of the bridge, dorsum, apex and nasolabial furrow to form a detailed studies of the nose</p>	To have drawn a recognisable studies of a nose, considering features, curves and aspects (not symbolic).	<p>Starter Physical Communication Game or warm up. e.g. hangman, pairs game, Pictionary, Make a monster (draw head, fold paper, pass on draw body fold paper etc), Kim's game (memory game removing things from a tray).</p> <p>Moving tables and chairs to class position</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>What are we doing today? Listening to lesson objectives as written on the board. Watching demonstration of activity What materials have been used? Students identify and learn new names for equipment as applicable</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson).</p> <p>Discuss student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. Making studies indicated on worksheet</p> <p>Movement break</p> <p>2. Make more detailed studies of increasing complexity and detail.</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	

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				<p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p> <p>discussion and evaluation / www,ebi's etc.)</p> <p>Wash tables, sweep floor, hands etc</p>		
6	<p>Drawing a detailed face. Proportions of the face (2)</p>	<p>Outline on the page the area you expect the head to occupy (draw a simple oval shape).</p> <p>Indicate the proportions by way of 4 horizontal parallel lines more or less equidistant to suggest the three parts in which the face can be divided</p> <p>Carefully work out the positions of the eyes, nose mouth and ears by measuring their relative distances</p> <p>Thoroughly study how the elements of the head relate to one another, hinting at the 'planes', the hair etc, coming close, little by little to the natural shapes</p> <p>Add detail in shading assessing how the light effects the</p>	<p>To have drawn a recognisable self-portrait considering proportion and position of features</p>	<p>Starter Physical Communication Game or warm up. e.g. hangman, pairs game, Pictionary, Make a monster (draw head, fold paper, pass on draw body fold paper etc), Kim's game (memory game removing things from a tray).</p> <p>Moving tables and chairs to class position</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>What are we doing today? Listening to lesson objectives as written on the board. Watching demonstration of activity Students identify and learn new names for equipment as applicable</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson). I</p> <p>Discuss, student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p>		

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		features		<p>1. To begin a self-portrait using a mirror drawing the basic head shape, dividing and outlining features (using the method outlined on the worksheet stages 1-3)</p> <p>Movement break</p> <p>2. Add details of features (stages 4 and 5)</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p> <p>discussion and evaluation / www.ebi's etc.)</p> <p>Wash tables, sweep floor, hands etc</p>		
7	<p>Completing detailed pencil face drawing.</p> <p>Section review</p>	<p>Thoroughly study how the elements of the head relate to one another, hinting at the 'planes', the hair etc., coming close, little by little to the natural shapes</p> <p>Add detail in shading assessing how the light effects the features</p> <p>To look back at all completed work, to note progress and improvement,</p> <p>To respond to any outstanding comments</p> <p>To write a (using a template) a response to the new skills learnt</p>	<p>To have drawn a recognisable self-portrait considering proportion and position of features</p> <p>To review all work to date by writing a response to PP comments</p>	<p>Starter Review previous lesson reading and responding to PP. Assessing work and discussing with teacher accordingly. Drafting and improving pencil drawn self portrait</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>Watching demonstration of activity Reviewing examples of work</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson). I</p>		

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		and a direct comment reflecting their satisfaction with the results		<p>Discuss, student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. Add details of features (stages 4 and 5)</p> <p>Movement break</p> <p>2. To write a simple evaluation of project</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p>		
8	Using charcoal			<p>Starter Review previous lesson reading and responding to PP. Assessing work and discussing with teacher accordingly. Drafting and improving pencil drawn self portrait</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>Watching demonstration of activity Reviewing examples of work</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson). I</p> <p>Discuss, student's thoughts.</p>	Starter	Starter

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				<p>Carefully look at an example of work and use it to help explain</p> <p>1. To make a variety of different marks with Charcoal</p> <p>Movement break</p> <p>2. To draw multiple sketches using charcoal</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p>		
9	Proportions of the body			<p>Starter Review previous lesson reading and responding to PP. Assessing work and discussing with teacher accordingly. Drafting and improving pencil drawn self portrait</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>Watching demonstration of activity Reviewing examples of work</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson). I Discuss, student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p>		

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				<p>1. to copy simple proportion study worksheets (man standing)</p> <p>Movement break</p> <p>2. To draw a variety of different postures</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p>		
10	+chalk Creating shadows and highlights			<p>Starter Review previous lesson reading and responding to PP. Assessing work and discussing with teacher accordingly. Drafting and improving pencil drawn self portrait</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>Watching demonstration of activity Reviewing examples of work</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson). I</p> <p>Discuss, student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. Draw the outline of a figure from life, a little slower than before</p>		

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				<p>(just enough to correctly position form and features)</p> <p>Movement break</p> <p>2. watch demonstration; how to create highlight using chalk</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p>		
11	Whole figure studies (timed)			<p>Starter Review previous lesson reading and responding to PP. Assessing work and discussing with teacher accordingly. Drafting and improving pencil drawn self portrait</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>Watching demonstration of activity Reviewing examples of work</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson). I Discuss, student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. practice mark making with charcoal chalk and pastels</p>		

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				<p>Movement break</p> <p>2. Complete various different life studies (class models in rotation) using practiced mediums</p> <p>Tidy up</p> <p>Returning tables and chairs to original position</p> <p>Plenary Choose time (deal)</p>		
12	Completing detailed charcoal and chalk drawing. project review			<p>Starter Review previous lesson reading and responding to PP. Assessing work and discussing with teacher accordingly. Drafting and improving pencil drawn self portrait</p> <p>Main Activity Deal Cards writing and choosing deals</p> <p>Watching demonstration of activity Reviewing examples of work</p> <p>Independence skills (getting self-ready equipment for lesson)</p> <p>Learning activity (today's lesson). I Discuss, student's thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p> <p>1. Choose portrait or full body: Begin drawing</p>		

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				Movement break 2. complete drawing (shade, highlight and colour) Tidy up Returning tables and chairs to original position <u>Plenary</u> Choose time (deal)		

<p>SMSC</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>ICT and web sites:</p> <p>Research Images Studies information</p>	<p>Opportunities for Problem Solving / Flexibility of Thought:</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>Sensory Activities:</p> <p>The use of different equipment Different sensory activities</p>
<p>British Values</p> <p>British Values: Democracy: Students will listen to others in the lesson and work</p>	<p>Safeguarding:</p>		
	<p>Online Safety: (BOLD font)</p>		

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<p>together to solve any problems</p> <p>The rule of law: Students will accept that there are rules during the lesson and that they to abide by these rules</p> <p>Individual liberty: Students will be free to express themselves during the lesson without any interference or constriction</p> <p>Mutual respect: Students will respect others in their class, even if they are not as able as them during the lesson</p> <p>Tolerance of those of different faiths and beliefs: Students will respect that others will not always believe or belong to the same faith as them.</p>	<p>Careers:</p> <p>Communication skills and direction</p>		
<p>RWC&M</p>			
<p>Reading</p> <p>objectives outcomes worksheets visuals aids research information instructions</p>	<p>Writing</p> <p>lots of keywords!</p>	<p>Activities to Promote Interaction and Communication:</p> <p>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</p>	<p>Mathematics</p> <p>perspective scale proportion distance shapes</p>