

# BRC Medium Term Planning



<b>CLASS:</b> KS3	<b>TEACHER:</b> Ben Corello	
<b>SUBJECT:</b> ART <b>TERM:</b> Autumn 21	<b>Scheme of Work:</b> 'Georgia O'Keeffe' flowers and more	
<p><b>Unit objective:</b></p> <p>To explore the work of an artist, to understand his processes and methods, to be able to produce work inspired by the artist taking influence from his techniques and work. To learn new skills. To Assess existing skills and areas for development; 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). To explore 2 dimensions abstraction and the different use of space</p> <p>Understanding of different techniques: drawing; simple ways to create symbols as a form of abstraction; scale and perspective; research; variable composition; use of colour and associated paint techniques. 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</p>		
<p><u>Learning Objectives for unit:</u></p> <ul style="list-style-type: none"> <li>• To Experiment with different marks using charcoal</li> <li>• To mix paint in different ways</li> <li>• To understand what perspective is</li> <li>• To have produced a reflected image</li> <li>• To have produced an accurate representation of a natural form</li>   <li>• To have produced a landscape that resembles other forms</li> <li>• To have combined elements to experiment with narrative</li> <li>• To understand what and have produced an image with a focal point</li> <li>• To create a unique personal response <a href="#">Advanced only</a></li> </ul>	<p><u>Learning Outcomes for unit:</u></p> <ul style="list-style-type: none"> <li>• To have learnt to use charcoal, paint and pencils to represent life</li> <li>• To have created abstract paintings</li> <li>• To have created life studies</li> <li>• To have created a painting that approaches photorealism</li> <li>• To have learnt about perspective and abstraction</li>   <li>• To have developed an awareness of GOK effect on women in art and its historical significance</li> <li>• To have created perspective painting</li> <li>• To have created a painting with a narrative</li> <li>• To have created a painting with a focal point</li> <li>• To have considered the Artists' work and all that has been learnt to create unique personal response to the work.</li> </ul>	



# BRC Medium Term Planning

## Introduction to unit:

The 'O'Keeffe flowers and more' unit is designed to give students the opportunity to develop their understanding of painting and serve as an introduction to abstract works. Understanding abstraction is a considerable step from working on 'just as I see it'. To help with this process the unit closely follows the work of an Artist's career with unique tasks at each stage. These gradually build and develop skills and comprehension. Students will learn a variety of basic painting and drawing techniques and skills. In addition to looking at the work of others, line drawing and planning, manipulating perspective; appropriate application of colour, sketching, 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 how things can be viewed in different ways and at a higher level how symbolism works, 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, which can be extended to utilise various different mediums.

Pupil name	Previous learning	Level at project start	End of year target	Next project
<b>Wilson Reggie</b>		<b>2 dev</b>	-	
<b><u>Widdop, Ellie</u></b>		<b>2 Emb</b>	+ 4 nc steps	
<b><u>Weekes, James</u></b>		<b>2 Emb</b>	+ 4 nc steps	
<b><u>Ward, Jake</u></b>		<b>3 Emb</b>		
<b><u>Vennard, Oliver</u></b>		<b>3 Emb</b>		
<b><u>Trusty, Kian</u></b>		<b>4 Dev</b>		
<b><u>Sparks, Lenny</u></b>		<b>2 Dev</b>		
<b><u>Snape, Brayden</u></b>		<b>4 Beg+</b>		
<b><u>Sagua, Adam</u></b>		<b>4 Beg</b>		
<b><u>Rye, Tommy-Joe</u></b>		<b>3 Dev+</b>		
<b><u>Pennell, Riley</u></b>		<b>3 Beg</b>	+8 nc steps	
<b><u>Parker, Aarron</u></b>		<b>3 Beg+</b>	+8 nc steps	
<b><u>Owen, Jack</u></b>		<b>3 Dev+</b>	+ 0.5 nc steps	
<b><u>Osborne, Terry</u></b>		<b>6 Beg</b>	+4 nc steps	



# BRC Medium Term Planning

<u>O'Flynn, Kai</u>	<b>3 Beg+</b>	+1 nc steps
<u>Newman, Bobby</u>	<b>5 Beg+</b>	+3.5 nc steps
<u>Moseling, Kyle</u>	<b>2 Dev</b>	+8 nc steps
<u>McPherson, Toby</u>	<b>2 Emb+</b>	+0.5 nc steps
<u>Mackness, Oliver</u>	<b>3 Beg</b>	+1.5 nc steps
<u>Kent, Leah</u>	<b>4 Emb+</b>	+4 nc steps
<u>Hamilton, Thomas</u>	<b>2 Beg+</b>	+1 nc steps
<u>Edwards, Connor</u>	<b>4 Beg</b>	-1.5 nc steps
<u>Eastwood, Stephen</u>	<b>K8 Emb+</b>	
<u>Dicken, Terrence</u>	<b>5 Dev+</b>	+8 nc steps
<u>Cosgrove, Shayne</u>	<b>2 Beg+</b>	+1 nc steps
<u>Childs, Nathan</u>	<b>4 Emb</b>	+4 nc steps
<u>Bowyer, Alfie</u>	<b>2 Dev+</b>	

<b>Pupil Asset Milestones to be achieved:</b>					
Thinking artistically					
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
I enjoy experimenting with a wide range of materials and taught techniques	I enjoy experimenting with a wide range of materials, colour and taught techniques	I enjoy experimenting with a wide range of materials, colour, texture, shade and taught techniques	I enjoy experimenting with a wide range of materials, colour, texture, shade and taught techniques	I enjoy experimenting with a wide range of materials, techniques, colour, texture, shade and taught techniques	I can make informed decisions on when to use a wide range of tools, materials and techniques creatively
I can talk about my art work as it progresses	I can use a sketch book to collect and record ideas	I can make choices about given medium, materials and tools	I can make sensible choices about medium, materials and tools to meet a given brief	I develop my own ideas on how to fulfil a given brief	I can develop my own ideas for a piece of work including simple labelling
I can use a sketch book to collect and record ideas	I reflect on my work as it progresses	I can use a sketch book to collect, record and trial ideas	I can use a sketch book to collect, record and inform ideas	I can capture initial ideas in quick sketches and other media	I can use a sketch book as part of the creative process
I understand that different materials have different qualities (e.g. rough, soft, big)	I improve my work with direction	I can make decisions about colours and texture	I can make decisions about colours, shade, tone and texture	I can plan, develop and make pieces from my initial sketches	I make informed decisions about colours, shade, tone and texture
Skills and Techniques					
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6



# BRC Medium Term Planning

	I can select an appropriate tool for a given task	I can make sensible choices about the size of tool for the given task	I can make sensible choices about the size and type of tool to create a desired effect	I can use a range of tools, including sizes and grades of tools to create specific effects (e.g. brush size, grade of pencil)	I can use a range of tools within the same artwork with increasing confidence
I can draw lines to represent objects and ideas observed or imagined	I can recognise and name the primary and secondary colours	I can experiment by making shades of the same colour	I know that shades of warm and cool colours can add mood	I am beginning to add light and shade to convey form	I can add light and shade to convey depth and mood

## Appreciation and Evaluation

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Stage 5</b>	<b>Stage 6</b>
I can talk about my finished art work using given key vocabulary	I can explain how I could improve my work next time using a wider range of taught key vocabulary	I can explain my choices and how I would do things differently next time using key vocabulary	I can explain my choices and how I would do things differently next time using wider artistic vocabulary	I can justify choices and suggest possible alternatives for future pieces using a wider range of relevant vocabulary	I can reflect on and critique my own work, and that of my peers and other artists using art specific vocabulary

Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
1	Experiment with drawing landscapes with charcoal	<p>To make different types of mark using charcoal</p> <p>To be able to use charcoal to draw a landscape</p>	<p>To have created a variety of simple marks with charcoal</p> <p>To have applied marks to create a landscape as intended.</p>	<p>Introduction and read story about artist (either worksheet or book)</p> <p>Discussion about the significance of a female artist at that time, her motivations to paint</p> <p>Introduction to tools</p>	Led by Ben who will support each pupil during the lesson TA support individuals	Worksheet 1

# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		To independently understand tools limitations and strengths in order to manipulate medium create identifiable features	To have confidently manipulated wire to create a representation of a landscape	<p>Tool purpose and identification worksheet</p> <p>Demonstrate how to hold and use tools safely and effectively with wire Demonstrate a variety of different marks Refer to examples in O’Keeffe’s work.</p> <p><u>Task:</u> Experiment with different marks create a landscape drawing using charcoal.</p> <p><u>Plenary - 5/10 min</u> Did you enjoy using charcoal? What different types of mark did you make and how? What obstacles did you encounter? What changes would you like to make, now that you know the limitations of your tools and materials is there anything you would do differently next time?</p>	appropriately Photographs taken of pupils by TA if required	
2	<p>Introduction to artist</p> <p>Objective: Create a research Page about the artist Georgia O’Keefe.</p>	<p>To cut and stick independently</p> <p>To be able to make choices about layout</p> <p>To independently</p>	<p>To have created a basic layout with assistance</p> <p>To have applied advice to apply elements to a page</p>	<p>Introduction and read story about artist (either worksheet or book) Discussion about the significance of a female artist at that time, her motivations to paint</p> <p>1. Choose a coloured backing</p>	Led by Ben who will support each pupil during the lesson TA support individuals	Worksheet 1

# BRC Medium Term Planning



Unit Title: Georgia O'Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		understand what needs to be put on a research page and make choices about different features	To have confidently manipulated elements to produce an informative research page	<p>paper</p> <ol style="list-style-type: none"> <li>Carefully cut out the pictures</li> <li>Make a nice looking Title that says; Georgia O'Keeffe.</li> <li>Write a sentence that explains what you like about each picture and anything else interesting that you think about it.</li> <li>Making sure that each picture has its own space, arrange the pictures on the page in a way that you think looks nice.</li> <li>Ask for help if you're not sure.</li> <li>Stick the pictures down carefully using glue.</li> </ol> <p><u>Plenary - 5/10 min</u>                      Did you enjoy making this page? What obstacles did you encounter? What changes would you like to make, now that you know the limitations of your tools and materials is there anything you would do differently next time?</p>	appropriately Photographs taken of pupils by TA if required	

# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
3	Objective: Draw the sky above your school.	<p>To be able to dry an interpretation of the sky</p> <p>To be able to distinguish between colours and mix accordingly</p> <p>To independently create a realistic interpretation of the sky and horizon</p>	<p>To have used paint mixing ability to produce a simplified image of the sky</p> <p>To have created a painting of the sky considering different colours tones and shades</p> <p>To have create a purposefully stylised painting of the skyline</p>	<p>Introduction and read through worksheet 2 Show examples of GOK work</p> <p>Discuss artist’s intention, student’s thoughts.</p> <ol style="list-style-type: none"> <li>1. Look out through the window or go outside with paper and a pencil</li> <li>2. Look at the sky, what colour is it? Is it cloudy? Can you see the sun?</li> <li>3. Look at the buildings beneath the sky. Specifically look at the tops of the buildings where they meet the sky; this is called the skyline.</li> <li>4. Try to draw the skyline and building beneath it as accurately as possible.</li> <li>5. Try to draw the sky as you see it as accurately as possible.</li> <li>6. When you have finished stick the drawings into your book</li> </ol> <p><u>Plenary - 5/10 min</u> Did you enjoy using paint? What are the</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 2

# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				primary colours? How do you make; green, orange, purple? Is there anything you would do differently next time?		
4	Objective: Draw a skyline full of skyscrapers.	<p>To be able to draw simple rectangular blocks that represent buildings or skyscrapers</p> <p>To be able to create an image of buildings that have identifiable features (e.g. windows)</p> <p>To independently create a balanced and accurate composed image of tall buildings</p>	<p>To have produced a drawing that shows a basic understanding of the task in hand including objects that resemble buildings</p> <p>To have produced a drawing that contains ideally buildings of different sizes that incorporate some elements of scale and realism</p> <p>To have produced an image that demonstrates a clear understanding and application of representing life or stylised from secondary source and imagination</p>	<p>Introduction and read through worksheet 3. Show examples of GOK work</p> <p>Discuss artist’s intention, student’s thoughts.</p> <ol style="list-style-type: none"> <li>1. Use your imagination to draw lots of tall buildings on the worksheets</li> <li>2. When you have finished Stick the drawings into your book</li> </ol> <p><u>Plenary - 5/10 min</u> What is perspective? If things are further away do they appear bigger or smaller?</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 3
5	Objective: Imagine that you’re in the desert and the weather has turned stormy. Fill the page with wind, rain, hail clouds and lightening.	<p>To be able to create a drawing that demonstrates an understanding of how the weather can be represented</p> <p>To be able to</p>	<p>To have created an image of a stormy sky having looked at primary and secondary sources for inspiration</p> <p>To have created a painting of</p>	<p>Introduction and read through worksheet 4</p> <p>Discuss artist’s intention, student’s thoughts.</p> <p>Carefully look at an example of work and use it to help explain</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately	Worksheet 4



# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
		<p>distinguish between colours and mix accordingly</p> <p>To independently create a realistic interpretation of the sky and horizon</p>	<p>stormy weather considering different colours tones and shades</p> <p>To have create a purposefully stylised painting of a desert storm</p>	<ol style="list-style-type: none"> <li>1. Use your imagination to draw the stormy weather</li> <li>2. Think carefully about the colour of the sky before you add colour</li> <li>3. Draw a horizon low on the page and some things that you might expect to see in the desert like cactus and rocks</li> <li>4. Think carefully about the colour of the ground before you add colour</li> <li>5. When you have finished Stick the drawing into your book</li> </ol> <p>Plenary - 5/10 min What is a reflection? What happens in a reflection?</p>	<p>Photographs taken of pupils by TA if required</p>	

# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
6	Objective: Paint a morning sky above a mountain landscape	<p>To consider the colours of the sky in the morning</p> <p>To paint a sunrise carefully considering colours and areas of light and dark</p> <p>To accurately paint a sunrise mixing and applying colours appropriately</p> <p>To learn what is a tone and a shade</p>	<p>To have produced a painting of a sunrise</p> <p>To have created a painting of a sunrise demonstrating shadows</p> <p>To have painted an image of a sunrise that nears reality</p> <p>To be able to apply shades and tones of a colour and define the difference.</p>	<p><u>Introduction - 5/10 min</u> Introduction and read through worksheet 5. Show examples of GOK work Encourage question and answer session regarding the features and how they work</p> <ol style="list-style-type: none"> <li>Learn to use watercolours</li> <li>Practice mixing colours</li> <li>Practice painting bits of sky on separate pieces of paper</li> <li>Think carefully about which colours you want to use</li> <li>Mix the colours that you want</li> <li>Paint your sky onto the worksheet</li> <li>When you have finished Stick the painting into your book</li> </ol> <p><u>Plenary - 5/10 min</u> How easy was it to mix the right colours? What is a tone? What is a shade?</p>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Worksheet 5

# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
7	Objective: Using your imagination to transform shapes into objects, animals, plants or imaginary creatures	<p>To be able to visualise and associate shapes</p> <p>To be able to see similarities in natural form</p> <p>To be able to abstract or imply form within another (to create an illusion)</p>	<p>To be to draw a landscapes containing other forms eg a hill or valley that resembles a fruit or vegetable</p> <p>To have constructed a landscape or object from various familiar forms</p> <p>To have observed form in the landscape that represents or bares similarity to other organic objects</p>	<p><u>Introduction - 5/10 min</u> Discuss the concept of abstraction, what do you remember? Discuss why these landscape images might be considered abstract.</p> <ol style="list-style-type: none"> <li>1. Look at each picture or shape</li> <li>2. Think about what it could be</li> <li>3. Ask other people in the class what ideas they have</li> <li>4. Think carefully about which colours you want to use</li> <li>5. Draw on the worksheet</li> <li>6. When you have finished Stick the drawing into your book</li> </ol> <p><u>Plenary - 5/10 min</u> Does your landscape look like a landscapes? Have you successfully created an illusion?</p>		Worksheet 7

# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
8	Objective: Draw flowers in different places	To be able to understand that the same object can be in drawn in different ways	To be able to create a series of images of the same object in different locations	<p><u>Introduction - 5/10 min</u></p> <ol style="list-style-type: none"> <li>1. Look at the picture that Georgia O’Keeffe painted of poppies</li> <li>2. Using pencils and then paint or coloured pencils copy the picture</li> <li>3. Complete the two separate tasks on the worksheet</li> <li>4. When you have finished Stick the painting into your book</li> </ol> <p><u>Plenary - 5/10 min</u></p>		Worksheet 8
8	Objective: Creating different colour combinations by description	To be able to To To	To be able to To have To	<p><u>Introduction - 5/10 min</u></p> <p><u>Main activities - 45 min</u></p> <ol style="list-style-type: none"> <li>1. Think about the words that are written and what they mean</li> <li>2. Think carefully about what colours you can associate with these words</li> </ol>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if	Worksheet 10

# BRC Medium Term Planning



Unit Title: Georgia O’Keeffe						
Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				3. Choose your colour combinations 4. Practice by putting colour combination samples on paper 5. Complete the tasks on the worksheet 6. When you have finished Stick the pictures into your book  <u>Plenary - 5/10 min</u>	required	
9	Objective: Draw a banquet using unusual and exciting colour combinations	To be able to To To	To be able to To have To	<u>Introduction - 5/10 min</u> <u>Main activities - 45 min</u> Tasks: <ol style="list-style-type: none"> <li>1. Think about last lesson when you made lots of different colour combinations</li> <li>2. Can you think of anymore?</li> <li>3. The worksheet asks you to draw a banquet. This means that you need to draw lots of different coloured foods. You can draw real foods and some in different and unusual</li> </ol>	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	

# BRC Medium Term Planning



## Unit Title: Georgia O'Keeffe

Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
				<p>colours</p> <ol style="list-style-type: none"><li>4. Choose your colour combinations</li><li>5. Practice by putting colour combination samples on paper, then complete the worksheet</li><li>6. When you have finished Stick all your work into your book</li></ol> <p><u>Plenary - 5/10 min</u></p>		



# BRC Medium Term Planning

<p style="text-align: center;"><b><u>BV SMSC</u></b></p> <p><b>Social Development:</b> Students will have to cooperate with others during the sessions</p> <p><b>Moral Development:</b> Students will have the opportunity to learn different social development issues</p> <p><b>Spiritual Development:</b> Students will learn to reflect on their own practice and that of their peers.</p> <p><b>Cultural Development:</b> Role models from different backgrounds will be used to highlight success in the different activities.</p> <p><b>British Values:</b></p> <p><b>Democracy:</b> Students will listen to others in the lesson and work together to solve any problems</p> <p><b>The rule of law:</b> Students will accept that there are rules during the lesson and that they to abide by these rules</p> <p><b>Individual liberty:</b> Students will be free to express themselves during the lesson without any interference or constriction</p> <p><b>Mutual respect:</b> Students will respect others in their class, even if they are not as able as them during the lesson</p> <p><b>Tolerance of those of different faiths and beliefs:</b> Students will respect that others will not always believe or belong to the same faith as them.</p> <p>:</p>	<p><b><u>ICT and web sites:</u></b></p> <p><a href="https://www.okeeffemuseum.org">https://www.okeeffemuseum.org</a></p> <p><a href="http://www.tate.org.uk/whats-on/tate-modern/exhibition/georgia-okeeffe?qclid=CNegipCvkc4CFciRGwodjPsCKw">http://www.tate.org.uk/whats-on/tate-modern/exhibition/georgia-okeeffe?qclid=CNegipCvkc4CFciRGwodjPsCKw</a></p> <p><a href="https://www.google.co.uk/#safe=strict&amp;q=georgia+o%27keeffe+artwork&amp;stick=H4sIAAAAAAAAAAONgFuLUz9U3MCyxMDBXQjC1ILKTrfTLMotLE3PiE4tKkJiZxSVW5fIF2cUAj7MEYjwAAAA">https://www.google.co.uk/#safe=strict&amp;q=georgia+o%27keeffe+artwork&amp;stick=H4sIAAAAAAAAAAONgFuLUz9U3MCyxMDBXQjC1ILKTrfTLMotLE3PiE4tKkJiZxSVW5fIF2cUAj7MEYjwAAAA</a></p>	<p><b><u>Opportunities for Problem Solving / Flexibility of Thought:</u></b></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><b><u>Sensory Activities:</u></b></p> <p>The use of different equipment Different sensory activities</p>
--	--	---	---



# BRC 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

<p><b>Prior Learning:</b> Pupils have had a variety of different Artistic experiences presenting a huge variation in skill, concentration and engagement levels. As there is limited previous project information for new year 7 pupils this project covers a variety of basic techniques with development opportunities. Students in year 8 and 9 will have the opportunity to develop their existing skills and techniques.</p>
<p><b>Future Learning:</b> Increased hand-eye coordination and mark making skill: development of observational skills, concentration and artistic confidence. Older pupils will either be continuing to GCSE level art or discontinuing their study in this subject area.</p>
<p><b>Unit Expectations:</b></p> <p><b>All:</b> To be able to draw from imagination, to continue from a set starting point, to use water colours to mix a variety of colours</p> <p><b>Most:</b> Develop and improve their confidence in drawing and the use of water colours through simplified forms and learning from mistakes</p> <p><b>Some:</b> To produce accurate artist studies and works from primary sources considering appropriate proportions, observing detail incorporating light and shade to create depth and perspective</p>
<p><b>Links with other subjects:</b></p> <p><b>Reading:</b> objectives outcomes; worksheets; visuals aids; research information; instructions</p> <p><b>Activities to Promote Interaction and Communication:</b> 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><b>Mathematics</b> perspective scale proportion distance shapes</p>