

	Lesson Aim	Main Activity
<b>Drawing Skills 1</b>	<b>Tone:</b> explore how to create <b>graduated tones</b> using various materials, such as, pencil, pen and acrylic paints.	Graduated tonal images, i.e. simple still lifes. (Search Google for examples to share) using pencil, pen and paint. A completed drawing or painting that explores tone.
	<b>Shape and texture:</b> Pupils will begin by looking at the work or <b>Angie Lewin</b> . Through discussion as a group pupils will begin to analyse her work and form an understanding of the techniques she uses.	A short study on the work of Angie Lewin. Including creating some pictures in a similar style. Pupils will produce simplified observational study of a seedpods or plants using no more than 3 or 4 colours in the style of Angie Lewin.
	<b>Pattern &amp; Colour-</b> Pupils will be introduced to the artist Rothko and will discuss the artist's use of colour and pattern. Following a demonstration they will produce a section of one of his images that shows his use of colour and pattern.	A section of one of Rothko images, done using pen/pencils/ charcoal. Learn how to use a wide range of techniques to create effective responses which show a strong link to the artists.
	<b>Colour Theory:</b> A clear understanding of colour theory with the ability to identify primary, secondary, tertiary and complementary colours as well as the ability to confidently mix colours. Learners will also be introduced to colours and links to emotions.	Understand and use colour Theory effectively including the terms Primary Colour, Secondary Colour, Tertiary Colour and complementary colour as well as identifying and mixing these colours successfully.
<b>Research of Artists and Arts Providers</b>	Research and present research on two contrasting artists. Students to pick their own artists but to be encouraged to pick contrasting artists that have not been studied previously. Artists should also try to reflect the diversity.  Research and present research on two arts providers, one from Birmingham and one nationally.	Use Arts award portfolio forms to help organise students work.

<b>Calligraphy</b>	<b>Indian block and collagraphy printing:</b> Pupils will be introduced to two printing techniques, including poly printing, monoprinting, intaglio printing and collagraph printing. Pupils will be given the opportunity to experiment with the printing techniques.	Two prints using two techniques. This could be based on Hundertwasser inspired cityscape image explored in KS3.
	<b>Calligraphy and lettering:</b> Learners will explore Celtic lettering, Arabic calligraphy and contemporary typography. Learners can also use ICT to support their work.	Learners will create lettering and use colours from coloured pencils/ paints to fill and decorate their work.
	<b>2D and 3D lettering:</b> Learners should be taught to work using 2D and 3D lettering and drawing. This should re-engage learners with earlier studies on tonal graduation.	Learners will be able to create 2D and 3D lettering and drawing and be able to understand the distinction between the two types of drawing. Learners will become confident in understanding the forms of both.
<b>Collage</b>	<b>Collage:</b> Pupils will use coloured paper to produce a simple collages.	A collage using shapes cut from coloured sugar paper in Angie's style.
	<b>Henri Matisse, and paper cut outs:</b> Colour was a revelation to the French <b>artist Henri Matisse</b> he tried to allow the colour to explode freely all over the canvas, he wanted to simplify painting. He tried to reduce painting to the essentials – the minimum of resources used to produce the maximum of results. Explore colour mixing use of harmonies, plus key vocabulary. Pupils will begin to understand how colour can be expressive, symbolic and used to create mood and atmosphere.	You will learn about colour mixing use of harmonies, warm/cool use of primaries, secondaries, tertiaries, complementary, plus key vocabulary. Learners will begin to understand how colour can be expressive, symbolic and used to create mood and atmosphere. You will develop skills required to mix and apply paint with confidence and purpose. Clear evidence of understanding will be through practical work and written and verbal assessment - group, peer/self and teacher feedback both written and verbal.

<b>Drawing 2</b>	<b>Printmaking-</b> In this session learners must continue with work from last lesson however must ensure that they are working to produce prints of a high quality.	Prints should be created of a high quality which will then be framed using the cereal/cardboard box technique for mounting which will form part of the lesson.
	<b>Proportion drawing:</b> Use their knowledge and understanding of facial proportion rules to create an accurate portrait that has effective application of a wide range of tone.	How to draw a face in proportion.  How to draw facial features.
	<b>Grid Method:</b> Learners will today use the grid method to help them draw a portrait. Gain a thorough understanding of how to use a variety of visual language techniques in order to express specific ideas and emotions successfully. Learners will be taught how facial expressions and light/darkness can be used to express emotion in their drawings.	Learners will use an image given to them by the teacher and learn how to use this method to draw an accurate and proportionate facial drawing.
	<b>Introduction to observational drawing:</b> what is it? How can we record? What do we really see if we look carefully? Talk about theme of edibles. Teachers to decide what path they take. Possibilities include; natural foods cut in half, planting and growing foods such as tomato plants, contents of lunchboxes, food in stages of consumption. Basic skills of tone, shade, directional shading, scale and detail to be demonstrated. Students to begin own recording using pencil.	Develop awareness of how to record detail, shape, and texture. How do we see the world around us? Students refine drawing skills through exploration of the <b>patterns, colours and details</b> within insects. There is an emphasis on building skills using a wide range of materials; for example <b>pencil, biro and oil pastel</b> . Students develop knowledge of contextual studies by researching the artwork of <b>E.A.Seguy</b> .
	<b>Still life observational drawing:</b> each table must get a still life composition to draw. Teacher must look out for use of tone, texture, accuracy of drawing, shape, use of line etc.	Learners must be observed by teacher as they work and demonstrate thus far in the year a better ability in their drawing skills. The observational drawing must be done in their sketchpads.
	<b>Depth of field:</b> Introduce depth of field; how and why is it used? Foreground, midground, background. Spend some time	Gain and develop understanding of how depth of field is created and used in 2D and 3D artmaking.

	<p>identifying the grounds using postcards/photos/classroom view. Develop simplified landscape drawings using different materials or colours to distinguish each ground. Relate learning to chosen urban artists.</p>	
	<p><b>Using depth of field:</b> Each student to produce their own urban design based on observational landscape drawing/photo (or postcards if appropriate) or a selection of different urban features. Gain an understanding of what a depth of field in drawing and painting and how to create depth of field using varied techniques. Develop ability to combine images considering composition and theme.</p>	<p>Each student to produce their own urban design based on observational landscape drawing/photo (or postcards if appropriate) or a selection of different urban features.</p>