

**Long Term Plan:**

|                                  | W.C<br>04.09.23  | W.C<br>11.09.23   | W.C<br>18.09.23   | W.C<br>25.09.23   | W.C<br>02.10.23  | W.C<br>09.10.23   | W.C<br>30.10.23   | W.C<br>06.11.23                         | W.C<br>13.11.23  | W.C<br>20.11.23  | W.C<br>27.11.23  | W.C<br>04.12.23   | W.C<br>11.12.23   | W.C<br>18.12.23                                     |
|----------------------------------|--|---|---|---|--|---|---|---|--|--|--|---|---|---|
| <b>T<br/>e<br/>r<br/>m<br/>1</b> | Observational Drawing                                      | Observational Drawing                                       | Tonal ladder technique time                                 | Observational drawing                                       | Observational drawing                                    | Observational drawing   | Teacher assessment and Feedforward                      | Yellana James moodboard                 | Yellana James moodboard  | Yellana James research Poster                            | Colour Theory technique time   | Colour Theory technique time  | Yellana James Artist Copy background                      | Stop the Clock                                      |
|                                  | Introduction to gridding Up                                | Using grid lines to achieve accurate outlines               | How to create tone using blending and various mark-making   | Applying relevant tone considering direction                | Applying relevant tone & mark-making techniques          | Applying relevant tone & mark-making techniques                 | Feedforward refinement of observational drawing         | How to cut accurately                   | How to create a balanced composition Introduction of warm and cold colours | How to analyse an artist and use key terms appropriately | Introduction of harmonious and contrasting colours Introduction to water colours | Introduction to tertiary colours. Using watercolours to mix colours | Using water colours to achieve a warm or cool colour wash | Refinement and finishing of outcomes from feedback. |
| <b>T<br/>e<br/>r<br/>m<br/>2</b> | w.c<br>01.01.24  | w.c<br>08.01.24   | w.c<br>15.01.24   | w.c<br>22.01.24   | w.c<br>29.01.24  | w.c<br>05.02.24   | w.c<br>19.02.24   | w.c<br>26.02.24                         | w.c<br>04.03.24  | w.c<br>11.03.24  | w.c<br>18.03.24  | w.c<br>25.03.24   |   |   |
|                                  | Yellana James Artist Copy                                  | Yellana James Artist Copy                                   | Yellana James Artist Copy                                   | Yellana James Artist Copy                                   | Yellana James Artist Copy                                | Yellana James Artist Copy                                       | Teacher Assessment and Feedforward                      | Yellana James Technique Time            | Yellana James Technique Time   | Introduction of Marine Pollution Theme                   | Surrealist Metamorphosis   | Stop The Clock  |   |   |
|                                  | Mapping out / planning Yellana James inspired composition. | Pencil crayon / ink development to define geometric colours | Pencil crayon / ink development to define geometric colours | Pencil crayon / ink development to define geometric colours | Working on composition to create a well balanced outcome | Working on composition to create a well balanced outcome with a | Feedforward Refinement of composition & colour blending | Sgraffito Yellana James experimentation | Sgraffito Yellana James experimentation                                    | Moodboard environmental issues & the ocean               | Surreal collage/links to marine pollution  | Refinement and finishing of outcomes from feedback                  |   |   |

|                       |  | and shapes  | and shapes                                 | and shapes                       | with a focal            | focal point                  |  |  |   |                               |                               |  |                               |                               |
|-----------------------|--|---|--|----------------------------------|-------------------------|------------------------------|--|--|---|-------------------------------|-------------------------------|--|-------------------------------|-------------------------------|
| T<br>e<br>r<br>m<br>3 | w.c<br>15.04.24  | w.c<br>22.04.24   | w.c<br>29.04.24                            | w.c<br>06.05.24                  | w.c<br>13.05.24         | w.c<br>20.05.24              | w.c<br>03.06.24                        | w.c<br>10.06.24                        | w.c<br>17.06.24   | w.c<br>24.06.24               | w.c<br>01.07.24               | w.c<br>08.07.24                        | w.c<br>15.07.24               | w.c<br>22.07.24               |
|                       | Fish Head foam Print                                     | Technique time Marbling                                 | Mono Printing workshop                     | Experimental Drawing Workshop    | Teesha Moore Mood board | Teesha Moore Research Poster | Typography Technique time              | Typography Technique time              | Personal Response Planning  | Personal Response             | Personal Response             | Teacher Assessment and Feedforward     | Personal Response             | Personal Response             |
|                       | Tracing fish head onto foam using mark-making techniques | Marbled background/continuing with fish head foam print | Printing fish head onto marbled background | Different Media/drawing workshop | Teesha Moore moodboard  | Teesha Moore Research Poster | Trialling different fonts & typography | Trialling different fonts & typography | Experiment with different compositions leading to final Teesha Moore inspired outcome | Drawing out final design idea | Adding media to final outcome | Feedforward Refinement of final design | Adding media to final outcome | Adding media to final outcome |

Curriculum Overview:

Within this project students will begin their explorative journey through Art, Craft & Design whilst learning technical fundamentals through half termly technique time. Contextual studies will interweave throughout KS3 to give pupils a breadth of understanding of the diversity and history of the subject. Students will begin the project by learning the basics of observational drawing in an initial drawing of a fish. Students will then investigate the abstract marine world of Yellana James as they grasp how to use mixed media, analyse art and learn the fundamentals of colour theory. Students will explore their theme of 'Marine Life' taking inspiration from a variety of sources to include collage, mono printing, oil pastels and marbling. They will engage with the wider world as they delve into the issues our seas and oceans are facing and consider how 'found objects' can be used to create Art. Students will end the project combining their experimental development work, linked to their research of Yellana James and marine pollution as they explore their final influence, Teesha Moore. Teesha Moore is an artist whose work is linked to surrealism and who uses typography to convey a narrative within her work. Students will combine all elements of what they have explored in Year 7 to design a campaign poster conveying the important message aimed at encouraging the public to use less single-use plastics and protect our oceans.