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| Year | **7 Art and Design** |
| Topic | **Formal Elements – Shape & Form** |
| **Lesson**  | **Key aim/title/objective of the lesson?** **These may stretch over a number of lessons as appropriate** |
| 1 | **Introduction to shape and form** – Pupils will consider shape and how form is created using tone. Complete a set of studies of geometric shapes, adding tone to create 2D form.  |
| 2 | Natural form observational work – Pupils will use the outdoor learning space to collect natural forms and take a series of macro images of natural forms. They will then bring these into the classroom and complete some observed drawings. These can be in pencil crayon. **(Homework 1)** |
| 3 | **Clay Tile Imprints** – Pupils to work in the clay room to create simple clay tiles using natural forms to press into the surface. This will introduce pupils to working in the clay room and the processes and protocols involved in this space. Leaves, bark, twigs, shells and fossils.  |
| 4 | **Abstract Natural Forms** – Pupils will be introduced to the work of sculptors Henry Moore and Barbara Hepworth. They will consider how they create abstracted forms in their work. Pupils will complete a small study and then select one natural form to create a set of abstracted sketches of how this could be represented in a 3D sculptural form. **(Homework 2)** |
| 5 | **3D Clay models 1** – Pupils will use their sketches to create a set of small 3D models informed by the work of Moore and Hepworth.  |
| 6 | **3D Clay models 2** – Pupils will use this lesson to apply colours and glazes to their small sculptural forms. They will look to the neutral colours palettes used by the arts to inform their choices.  |
| 7 | **Consolidation Lesson** – Used to review feedback and complete and refine outcomes developed in the unit. Pupils will be directed to specific areas to development by the class teacher. |
| **H/W** | 1. **Observed drawings of a natural form – Macro studies**
2. **Artist Fact File: Henry Moore/Barbara Hepworth**
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| **Key vocabulary and/or key reading**Formal elements, shape, form, line, tone, observation, abstract, sculpture, clay, tile, imprint, design. **Numeracy Opportunities** Creation of grid for observational drawings.  |

**How does this topic build on *prior* learning?** Continued development of pencil tonal work development line, shape, scale, proportion and form – exploring content from units 2 and 3.

Use of cameras to develop photography skills, focusing on macro techniques, more in-depth knowledge built from the community project in Unit 1.

Investigation and analysis of artists and movements.

**How does the work during this topic prepare for future learning?** This will be the first introduction for pupils working in clay and a 3D sculptural form. These skills will be developed and applied through the KS3 SOL. Continued development of the use of a range of materials and processes which can further be applied in the year 8 and 9 units. Pupils will re-visit and explore in greater depth natural form and photography in Year 9 Unit 1.

**How will learning be assessed and feedback provided in this scheme?** Interim holistic assessment of practical outcomes. Key pieces include tonal drawing of Henry Moore and Barbara Hepworth, 3D response in clay. Holistic review of work produced across practical outcomes with criteria created from the GCSE assessment objectives, investigate, explore, record and present.

Knowledge based questions based in units 1, 2, 3, 4 & 5. Formative feedback will be provided regularly by the teacher, allowing pupils to identify how they have responded, creating a feedback dialogue.

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| **Personal Development** |
| How is this topic developed beyond the classroom? Eg **learning passport?** | Virtual experience of the Yorkshire Sculpture Park and the Hepworth Gallery. Use of the outdoor learning environments to collect natural forms and complete photography.  |
| How are **Careers/ IAG** links built into this lesson sequence? | Each lesson there will be a career linked to the tasks and information and links provided for pupils to access. A bank of information will be built in Teams for pupils to access. |
| **Relationship Sex and Health Education.** | Pupils will be introduced to new health and safety protocols when using the clay room and associated materials and resources.  |
| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | TBC |

