|  |  |
| --- | --- |
| Year | **8 Art and Design** |
| Topic | **Cubism** |
| **Lesson**  | **Key aim/title/objective of the lesson?** **These may stretch over a number of lessons as appropriate** |
| 1 | **Introduction to Still Life & Single Observed Drawing 1** – Reminder of the formal elements and how they will link to the content of the project. What constitutes a still life? Development of observational skills with completion of single object drawing of a cylindrical object. (drinks can)  |
| 2 | **Single observed drawing 2** – Completion of observed drawing expanding on the line drawing applying tone and developing a greater degree of 3D form.  |
| 3 | **Still life collection drawing 1** – Use of line and shape to create simple forms of a collection of still life objects (this can be from life or using the routed photographic resources) **(Homework 1)** |
| 4 | **Still life collection drawing 2** – Use of pencil to apply tonal value to the line drawing creating 3D form, depth and perspective, demonstrating an understanding of the relationship between each object. |
| 5 | **Still life collection drawing 3** – Continued use of pencil to apply tonal value to the line drawing creating 3D form, depth and perspective, refined outcome. |
| 6 | **Paul Cezanne & still life** – Work of artist Paul Cezanne introduced to the group. Consideration of shape and form, colour and texture in his work. Pupils to complete a small oil pastel study of his work. **(Homework 2)** |
| 7 | **Cezanne oil pastel study** – Completion of Cezanne oil pastel piece. Pupils to consider how they could translate their pencil drawing into an oil pastel study inspired by his work.  |
| 8 | **Large scale oil pastel still life 1** – Pupils to work on sugar paper and gradually mark out their composition, using their pencil drawings to inform this study. **(Homework 3)** |
| 9 | **Large scale oil pastel still life 2** – Pupils will continue with their oil pastel study laying down base colours in oil pastel. Demonstration as to how to layer and create tone and texture. |
| 10 | **Large scale oil pastel still life 3** – Pupils complete this piece by layering oil pastels and creating more exaggerated shadows and highlights.  |
| 11 | **Still life mono-printing 1** – Returning to the mono-printing skills presented in year 7, pupils to create simple print of their still life drawing. Move towards using a range of different papers and textures to create a background for the second print. **(Homework 4)** |
| 12 | **Still life mono-printing 2 & Final Reflection** – Use of textured background to complete a second mono-print of their still life composition. Extension – Can move to using multiple colours to complete a third print.  |
| 13 | **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. **Responding to feedback and development of single object drawing (30mins – 1-hour)**
2. **Artist Study – Paul Cezanne and his Still life paintings**
3. **Responding to feedback and development of multiple object drawing (1-hour)**
4. **How have other artists used still life in the work? Research activity**
 |
| **Key vocabulary and/or key reading**Still life, formal elements, line, tone, shape, form, texture, colour, object, observe, depth, light source, perspective, detail, shade, value, Cezanne, oil pastel, scale, layer, blend, print. **Numeracy Opportunities** Pupils will have the opportunity to use the grid method to transpose artists work, consideration scale and ratio. Scale and ratio of objects in relation to each other when completing still life studies**.**  |

**How does this topic build on *prior* learning?** Pupils will continue to embed the formal elements of art and design from year 7.

Initially they will consider the use of line, tone and shape in their observational work.

They will use colour theory to inform their work in response to Paul Cezanne.

Using the mono-printing technique, they will embed the basic skills from unit 1 in year 7, adding alternative backgrounds and multiple colours to their outcomes.

Continued development and consolidation of subject specific language and analytical responses to the work of artists extended to include higher order synthesis of ideas.

**How does the work during this topic prepare for future learning?** Links will be made to the theme of still life and how the work of Cezanne, heavily influenced the ideas and concepts of the cubist masters, Picasso, Braque and Gris. Continued reference and consideration of the formal elements introduced in Year 7, will be further embedded in the next project, Cubism, but also pupils will have the opportunity to see how these have been challenged by artists.

**How will learning be assessed and feedback provided in this scheme?** Key practical outcomes will be assessed using specific criteria linked to the assessment objectives. These include tonal pencil still life, oil pastel study of the work of Paul Cezanne and larger scale study of their own work using oil pastel or paint. Formative assessment and feedback provided at regular and appropriate intervals with summative assessment completed at the end of the project.

Knowledge based questions revisiting content from year 7 and gradually introducing theory as the unit progresses through the term.

|  |
| --- |
| **Personal Development** |
| How is this topic developed beyond the classroom? Eg **learning passport?** | Pupils will develop more in-depth knowledge of artists and their work and start to synthesise their own ideas and theories in research tasks for homework. Opportunities to become more reflective and complete meaningful responses to feedback outside of the classroom.  |
| 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.** |  |
| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) |  |

