



## NHSG Key stage 3: Unit Overview for Y7 Art Pop Routines Still Life project

Scheme of Learning	Identity- Still Life- Pop Routines Y7
<b>Learning outcomes</b>	<p><b>Final Outcome</b> Students will design and print a collagraph plate inspired by the artist Patrick Caulfield.</p> <p><b>Subject Content</b> Knowledge and understating of: Still life composition Tone, from shadows and cast shadows Mark making Pop Art</p> <p><b>Skill set</b> Students will develop the ability to: Arrange and record objects from observation Record tone light-medium-dark Use a variety of mark-makings Create and print a collagraph plate</p>
<b>Key questions</b>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• Why do we use objects and routines to represent identity?</li> <li>• What is a still life composition?</li> <li>• What is Pop Art? How has this influenced further generations?</li> <li>• Why do we use the measuring method?</li> <li>• What is tone? Mark Making?</li> <li>• How do you mix colours to obtain light, medium dark hues? What are complementary colours?</li> <li>• How do you create a composition in the style of Patrick Caulfield?</li> </ul>
<p><b>Knowledge</b> What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?</p>	<p><b>Key Concepts &amp; Skills Development</b></p> <ul style="list-style-type: none"> <li>• Still Life: Hierarchy, Overlapping, Proportions, Horizon Line.</li> <li>• Colour Theory: Harmonious colours and complementary colours.</li> <li>• Artist analysis: observation and identification of subject matter, of genre, and formal elements.</li> <li>• Pencil: tone, mark-making, hatching and crossed hatching.</li> <li>• Observational drawing from primary sources of objects: Observation, Line, Shape, Proportion, Curves, Edges, Angles, Ellipse, Measuring Method, Accuracy, Control</li> <li>• Printing: consistency, mark making, control.</li> <li>• Artist motives: shapes, lines, tone, mark-making, colours.</li> <li>• Genre: Still Life.</li> </ul>

Ongoing Assessment	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Peer and group assessment via white boards</li> <li>• INT (I need to) self-assessment in response to teachers' feedback</li> </ul> <p><b>Key Misconceptions</b></p> <p>Variables of tone</p> <p>Directional mark making</p> <p>Objects overlapping &amp; proportions</p> <p>Use of ellipse when 3D drawing objects</p> <p>Ink amount</p> <p><b>Homework</b></p> <p>ELA Fourth Plinth Competition</p> <p>Tasks started in classroom to be completed</p> <p>Flipped classroom learning</p>
Key Assessment	<p>All key questions are answered through the application of key learning (understanding of knowledge and skills) in the final outcome, including an evaluation guided by success criteria identified when analysing.</p>
Clear sequencing of content	<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Students develop an understanding of Pop Art and its influence in European Art.</li> <li>• Students develop an understanding of still life composition, and reflect on how routines can represent identity looking at breakfast items, and learn how to draw these realistically, including the third dimension.</li> <li>• Students learn how to create and print a collagraph plate.</li> <li>• Students develop and understanding of different mark making techniques.</li> <li>• Students identify the still Life genre including background and foreground and use the artist motifs, composition, and tone.</li> </ul>
Links to Careers	<p><b>Career</b></p> <p>Illustrator</p> <p>Artist</p> <p>Designer</p> <p>Printmaker</p>
Diversity and Inclusion	<p>Students will explore different cultural approaches to breakfast, expanding their understanding of the representation of identity in global art. The unit will encourage exploration of two key aspects of Pop Art, examining both American and British contributions and allows students to represent their own cultural background through the style of Pop Art.</p>
Support	<p>Examples of completed outcomes</p> <p>Demonstration</p> <p>Micro teaching</p> <p>Targeted lunch time catch up clubs</p>

## Challenge

Throughout this unit, all students are encouraged to create an entry for the Fourth Plinth Competition. The best entries across the year group are then entered for this London wide competition. It provides a high level of challenge as students are required to explore a societal or political theme based on their curriculum theme, 'identity'.

