



Scheme of Learning	Identity - Still Life- Pop Routines Y7
Learning outcome	<p><b>Final Outcome</b> Students will design and print a collagraph plate inspired by the artists Wayne Thiebaud and Patrick Caulfield.</p> <p><b>Knowledge and Understanding:</b> Still Life Composition: Students will learn how to arrange and observe objects to create a balanced composition. Tone: Understanding light, medium, and dark tones through shadows and cast shadows. Mark Making: Exploration of various methods to create texture and form. Pop Art: Introduction to the genre and its characteristics.</p> <p><b>Skill Set:</b> Arrangement and Observation: Students will develop the ability to arrange objects and record them from observation. Tone Application: Students will learn to record tone, from light to dark, through shading and mark-making techniques. Printmaking: Students will design and print a collagraph plate using techniques.</p>
Key Question	<p><b>Key questions</b> Why do we use objects and routines to represent identity? What is a still life composition? What is Pop Art? How has it influenced future generations? Why do we use the measuring method in still life drawing? What is tone and how does mark-making affect a drawing? How do you record light, medium, and dark values? What are cast shadows and form shadows? How do you create a composition in the style of Patrick Caulfield?</p>
Knowledge	<p><b>Key Concepts &amp; Skills Development</b> Still Life Composition: Students will explore concepts like hierarchy, overlapping, proportions, and horizon lines in their compositions. Colour Theory: Students will investigate harmonious and complementary colour schemes, understanding their relationship and visual impact. Artist Analysis: Through the study of artists like Wayne Thiebaud and Patrick Caulfield, students will learn to observe and identify formal elements, such as subject matter, composition, and technique. Pencil Techniques: Focus on tone through mark-making, hatching, and cross-hatching. Observational Drawing: Students will develop accuracy and control when drawing objects from primary sources, focusing on line, shape, proportion, curves, edges, angles, ellipses, and using the measuring method for precise drawing. Printmaking: Skills in consistency and control in printing techniques, particularly through the creation of collagraph plates. Artist Motives: Students will analyse shapes, lines, tone, and colours in the works of Wayne Thiebaud and Patrick Caulfield, gaining insight into their artistic intentions and approach. Genre Understanding: Exploration of the still life genre, focusing on both background and foreground elements in art.</p>



Ongoing Assessment	<p><b>Formative Assessment</b></p> <p>Peer and Group Assessment: Collaborative feedback sessions using whiteboards to discuss and assess ongoing work.</p> <p>INT (I Need To) Self-Assessment: After receiving teacher feedback, students will self-assess their work and reflect on areas for improvement.</p> <p><b>Key Misconceptions</b></p> <p>Tone Variability: Understanding how tone changes with light and shadow can be challenging for students.</p> <p>Directional Mark Making: Using appropriate mark-making techniques to create texture and depth.</p> <p>Object Overlapping and Proportions: Ensuring accurate proportions when objects overlap in a still life composition.</p> <p>Drawing 3D Objects with Ellipses: Students may struggle with using ellipses effectively when drawing three-dimensional objects.</p> <p>Ink Amount: Finding the correct amount of ink for printing and understanding its effect on the final print.</p> <p><b>Homework</b></p> <p>ELA Fourth Plinth Competition: Tasks begun in class to be completed at home, giving students the chance to further explore and develop their ideas.</p> <p>Flipped Classroom Learning: Students are encouraged to engage with additional resources at home to support their learning in class.</p>
Clear sequencing of content	<p><b>Rationale</b></p> <p>Pop Art Influence: Students will develop an understanding of Pop Art, focusing on both American and British influences in the genre.</p> <p>Still Life Composition: Students will reflect on how routines and everyday objects, like breakfast items, can represent identity. They will learn to draw these objects realistically, focusing on creating depth and dimension.</p> <p>Collagraph Plate Creation: Students will learn how to create and print their own collagraph plate, experimenting with different textures.</p> <p>Mark Making Techniques: Understanding the role of mark-making in creating visual interest and texture in artwork.</p> <p>Genre Exploration: Students will deepen their understanding of the still life genre, using artist motifs, composition techniques, and tone</p>
Links to Careers	<p><b>Career</b></p> <p>Students will be introduced to various career paths related to art, including:</p> <ul style="list-style-type: none"> <li>Illustrator</li> <li>Artist</li> <li>Designer</li> <li>Printmaker</li> </ul>
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>
Intervention support	<p>Demonstration: Teachers will model techniques, including drawing and printing processes.</p> <p>Micro Teaching: Opportunities for peer-to-peer teaching and learning during practical tasks.</p> <p>Lunch Catch-Up Clubs: Extra sessions for students to catch up on missed work or refine their techniques.</p>

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



### 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'.