

The Warriner School Subject Curriculum Map

Subject: Art	Year Group: Year 7	Unit: Line and Tone
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Unit objectives: (NC Statements)

- To know the eight elements of Art and how they are used in a piece of work
- To the different techniques that can be used when drawing
- To know the skills required to create a successful drawing
- To know what the term tone means
- To know how tone is used in a drawing to create realism and 3D form
- To know the different techniques that can be used to show tone



Context for study:

Students will learn that there are 8 formal elements of Art and Design and know how these are used to describe pieces of artwork. Students will then focus on exploring how to use line and tone in their artwork, focussing on the drawing of shoes. Students will begin by exploring a range of drawing techniques, gaining an understanding of the skills required to produce a successful drawing. They will learn what the term tone means how tone is used to make 2D objects appear 3D on the page. They will know that a range of techniques can be used to create tone and use these in their own work. They will produce a range of shoe drawings using line and tone including pencil and mono printing.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know that there are 8 formal elements in Art and Design
- To know that line is a path created from a moving point and can be used to create drawings
- To know that a range of line qualities and styles can be used to create different types of drawings
- To know the terms used to describe different types of drawings e.g. contour line, non – dominant hand and continuous line
- To know the skills required to create a successful observational drawing
- To know why it is important to lightly sketch before refining and adding detail
- To know what the term monoprint means
- To know how to create a mono print and apply this process to create a drawing of their shoe
- To know how to successfully use the grid method to show accurate proportion when drawing, including enlarging and decreasing in scale
- To know what the term tone means
- To know how tone is used to make a 2D object appear 3D on the page
- To know that the lightest tones are called highlights and the darkest tones are called shadows
- To know how to hold a pencil in different ways when creating different tones
- To know how applying different amounts of pressure with a pencil can create different tones
- To know how to gradually build up tone using the different techniques from light to dark
- To know that tones can be created in a range of ways including hatching, cross hatching and blending
- To know how to graduate tones and blend them together to show form
- To know how to create a successful tonal pencil study of a shoe using tone to make it appear 3D

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> • <i>Students not understanding what the techniques are.</i> • <i>Students not understanding how to use tone and shading</i> • <i>Misconceptions of how to blend from prior learning (smudging with their finger to blend tones)</i> • <i>Feedback given to ensure students know how to improve</i> • <i>Individual direction</i> • <i>Use of exemplar material to help students visually to understand expectations</i> • <i>Scaffolded learning</i> • <i>Demonstrations to show students how to use techniques</i> 	<p>Literacy and Oracy development opportunities:</p> <ul style="list-style-type: none"> • <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> • <i>Vocabulary associated with the formal elements including line and tone</i> • <i>To understand tier 2 vocab when looking at others' art</i> • <i>Modelled writing</i> • <i>Encourage students to answer in full sentences</i> • <i>Ensure students are writing in sentences when evaluating</i> • <i>Ensure students explain why and how when evaluating www and ebi when feeding back about their work and other's work</i>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <ul style="list-style-type: none"> • <i>Baseline test drawing of a shoe</i> • <i>Variety of drawings in their sketchbook showing that they have explored and experimented the use of line and tone with different media and processes</i> 	