

The Warriner School Subject Curriculum Map

Subject: Art	Year Group: Y8	Unit: Architecture
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Unit objectives: (NC Statements)

- To know what perspective is and distance is shown using foreground, mid ground and background
- To know the work of the artist Cheism and be able to discuss using key vocabulary
- To know what a collage is and know how to create a collage of buildings to show distance
- To know how to select and create an interesting composition for their collage
- To know how to develop their collage in to a multi coloured line drawing
- To Know how to select and draw as outline an enlarged section of their collage as their chosen composition
- To know how to mix and blend colours with colour pencil using overlays
- To know the work of John Piper and be able to discuss using key vocabulary
- To know how to use a range of media including mono printing, oil pastel, felt pen & wash, graphite and coloured pencils to create a series of drawings of old buildings / ruins inspired by John piper
- To know how to create an interesting collage of their buildings inspired by John Piper
- To know how to create a checked floor to show perspective and distance in their work



Context for study: Students will go through the process of creating a collage that will inform their line drawing and coloured pencil drawing. Although many of them will have used colour previously and will have experimented with mixing colours they may not have done this with paint as the media. They will be creating collages using a range of building images to create an interesting composition. They will develop this into a line drawing using felt pens influenced by the work of Cheism. Students will explore the work of John Piper and through the use of different media produce a composition of different examples of buildings and other architecture.

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 perspective is used to show distance in a piece of work and that an image can be divided into the foreground / midground and background
- To know how collage can be used to show distance and scale by overlapping from top to bottom on the page
- To know that line is one of the formal elements and can be used to show detail and pattern in piece of artwork
- To know that composition is about the layout of the components in your piece of artwork
- To know that a section of a piece of artwork can be used to create a detailed composition for further exploration
- To know that drawing out should be done lightly
- To know how to use colour overlays when working with coloured pencil
- To know why John Piper created his artwork and how he used colour to create mood and atmosphere in his work
- To know how to use a range of techniques with skill to create a range of studies from different examples of architecture.
- To know that mood and feelings can be created by using a selected colour palette in their work
- To know what makes a skilful composition inspired by the work of John Piper
- To know how to create a checked floor to show perspective and distance in their work.

Possible Misconceptions and adaptive responses to these: *identified through Formative assessment/retrieval practice/diagnostic questioning.*

Literacy and Oracy development opportunities:

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<ul style="list-style-type: none">• <i>Students not understanding what the techniques are.</i>• <i>Students not understanding how to mix colours</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>Demonstrations of techniques in lessons</i>	<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 of 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>
<p><i>Assessment/Final outcomes: 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 building</i>• <i>Assessment of Ao2 and Ao3</i>• <i>Use of exemplar material</i>• <i>Final pieces created using the initial drawings. Their understanding of the application of collage and colour pencil. Being able to use a range of media to produce a selection of images to create a final outcome.</i>	