

## The Warriner School Subject Curriculum Map

Subject: Art	Year Group: Y8	Unit: Lettering
Unit objectives: (NC Statements) <ul style="list-style-type: none"> <li>• To know what tone is and how to use tone and shading in their drawing</li> <li>• To know what a collage is and know how to create a collage using text and lettering</li> <li>• To know how to choose and select an appropriate composition for their painting</li> <li>• To know how to select and draw as outline an enlarged section of their collage as their chosen composition</li> <li>• To know how to mix and blend colours with paint</li> <li>• To know how to apply paint in an appropriate way</li> <li>• To know the work of Dave Carson and Jasper Johns and be able to discuss using key vocabulary and be able to discuss using key vocabulary</li> </ul>		
Context for study: Students will go through the process of creating a collage that will inform their painting. 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 images of text, graffiti, and coloured paper to develop skills in creating an interesting composition as well as colour mixing.		
Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i> <ul style="list-style-type: none"> <li>• To know that text and lettering can be used in many ways in art and design</li> <li>• To know that tone and shading can be used to create a detailed drawing</li> <li>• To know that photography is a medium that can be used in art</li> <li>• To know that collage can be used to create experimental artwork</li> <li>• To know that composition is about the layout of the components in your piece of artwork</li> <li>• To know that a section of a piece of artwork can be used to create a detailed composition for further exploration</li> <li>• To know that drawing out should be done lightly</li> <li>• To know that colours applied with paint should start from the lightest or weakest first (yellow)</li> <li>• To know the correct way to hold and use a paintbrush</li> <li>• To know how to mix colours to create different variations</li> <li>• To know how to use colour overlays when working with coloured pencil</li> </ul>		
Possible Misconceptions and adaptive responses to these: <i>identified through Formative assessment/retrieval practice/diagnostic questioning.</i> <ul style="list-style-type: none"> <li>• <i>Students not understanding what the techniques are.</i></li> <li>• <i>Students not understanding how to mix colours</i></li> <li>• <i>Feedback given to ensure students know how to improve</i></li> <li>• <i>Individual direction</i></li> <li>• <i>Use of exemplar material to help students visually to understand expectations</i></li> <li>• <i>Demonstrations of techniques in lessons</i></li> </ul>	Literacy and Oracy development opportunities: <ul style="list-style-type: none"> <li>• <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></li> <li>• <i>Vocabulary associated with the formal elements of line and tone</i></li> <li>• <i>To understand tier 2 vocab when looking at others' art</i></li> <li>• <i>Modelled writing</i></li> <li>• <i>Encourage students to answer in full sentences</i></li> <li>• <i>Ensure students are writing in sentences when evaluating</i></li> </ul>	



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<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"><li>• <i>Baseline test drawing of a crisp packet</i></li><li>• <i>Assessment of Ao2 and Ao3</i></li><li>• <i>Use of exemplar material</i></li><li>• <i>Final pattern created using the initial drawings. Their understanding of the application of paint, being able to mix colours and using their collage to create their composition for their painting</i></li></ul>	
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