

Year 7 Art- Drawing and Cezanne

Intent	<p>Wider Learning: Student's will learn to be able to critically analyse artwork, to draw their own conclusions and make their own inferences as to artist's intentions.</p> <p>Student's will learn to appreciate various pieces of Art from the Still Life genre.</p> <p>Students will learn about the work of Paul Cezanne and his Still Life artwork.</p>	<p>Prior learning: Students will have varying backgrounds of Art, depending on primary school experience.</p> <p>KS2 National Curriculum: To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history</p>	<p>Key vocab:</p> <ol style="list-style-type: none"> 1. Hand eye co-ordination 2. Shape 3. Tone 4. Shadow 5. 3D 6. Composition 7. Illusion 8. Still Life 9. Colour 10. Tone 11. Blend 12. Mix 13. Shade 14. Background 	<ol style="list-style-type: none"> 15. Lettering 16. Blocking in 17. Guidelines 18. Observation 19. Ellipse 20. Cezanne 21. Viewpoint 22. Perspective 23. Detail 24. Font 25. Outline 26. Viewpoint 27. Oil pastels 28. Stylised
	<p>The big questions</p> <ol style="list-style-type: none"> 1.) How can we create the illusion of a 3D object on paper? 2.) How do guidelines help us when drawing? 3.) What rules do we need to follow when drawing a 3D cylindrical object? 4.) How do we apply shade and tone effectively? 5.) Who was Paul Cezanne? 6.) What is Still Life? 7.) How do we use composition in Art? 8.) How do we apply background and shadow to a drawing? 			
Implement	<p>Order of learning</p> <ol style="list-style-type: none"> 1. Introduction to drawing. What is a drawing? A series of marks, lines, shapes and tones that work together to create an illusion of an object, person or Landscape. Students should start with a series of exercises that focus on the most basic skills. Firstly, they should focus on hand eye coordination and then move onto mark making and tone. 2. Shape and Tone. 2D, 3D and the illusion of 3D. Students will discover the difference between 2D, 3D and the illusion of 3D. Focusing on how drawings can create the illusion of 3D through the use of shape and tone. Students will examine and experiment with drawing shapes in order to create the illusion of 3D. They will complete a drawing of a cube and add tone to this in order to create the illusion of a 3D object. 3. Observational Drawing Drawing the basic shape. Students will start their observational drawing of the can they have brought in. They will be introduced to the use of guidelines to help them create the best shape and discuss how the use of an ellipse creates the illusion of a 3D cylinder. 4. Adding Detail Lettering and other details. Once the students have drawn out their basic shape they should begin to add detail to their can drawing. Students will learn how to add detail to their drawings in a realistic manner. The examples provided on the PowerPoint show some good examples of this. These can be used when demonstrating how to approach detail such as lettering. 5. Adding Colour Add colour using pencil crayons. Once all the detail has been drawn onto the can students should start to build on their colour. They should use different pressures as well as mixing different colours and shades together in order to create the effect of light and dark on their drawing. 6. Background and Shadow Add a simple background and shadow. Students need to finish their drawing off by adding the background and putting a small shadow on the table in order to create the illusion of 3D. There is a simple method the students can use in order to complete this shown in the example attached. 7. Introduction to Still Life Students will be introduced to variety of Still life images from a wide range of time periods. The Students will have an introduction to what Still Life painting is and how it has been used throughout history. They will complete the three stage quiz in order to show the development of their understanding. 8. Introduction to Paul Cezanne Cezanne, viewpoints and composition. Students will be introduced to the work of Paul Cezanne. Firstly focusing on the compositions and what makes a good composition then looking at how he manipulates the objects in order to enhance his composition. Use the examples to show how he uses subtle multiple viewpoints on both his objects and the tables that they are on. 9. Drawing Composition Composition/shape/manipulate perspective. Students should work in table groups to put all their objects together in a Still Life set up on the table. They will probably need extra objects provided by the teacher for each table to make these work better. Students should then find the best place to draw from and sketch out their composition into their sketchbook. Students will then start to use ideas from Cezanne's work and manipulate the perspectives of the table and ellipses in order to enhance their compositions. 		<p>Differentiation</p> <p>Stretch: Students are stretched to consider as an Artist the intentions and inferences behind their own work.</p> <p>Students shown a range of Artist's work so they can critically analyse their work and form their own opinions on the artists intentions.</p> <p>Scaffold: Students are supported with teacher demonstrations, step by step guides as visual reminders.</p> <p>Key terminology is embedded in lessons to support questioning and feedback.</p>	

	<p>10. Colour Oil pastels. Students will start to add colour to their drawings. They should be introduced to using the oil pastels first in their sketchbooks before starting on the still Life. Students should start with building up colour on their background using Cezanne as a reference for colour and style. During the next few lessons students will be guided by their class teacher on the best way to add colour to the different sections of their drawing.</p> <p>11. Shadow and Outline Students should again look at the work of Cezanne and his use of outline to highlight shapes. They should also add subtle shadow to some of the table in order to enhance the illusion of depth within the drawing.</p>	
Impact	<p>Assessment and homework</p> <p>Teacher assessment- Formative. Teachers should mark class work as it progresses. This should be done for each group once a month and can be completed on the back of their work, on formative assessment sheets or in sketchbooks.</p> <p>Teacher assessment- summative. All work should be mark at the end of the project. This should be done on the back of the students work or on a sheet attached to the work that has been used for all previous peer, self and formative assessment. The contextual work should be marked on the back of the sheet, formative assessment sheet or on the page in the sketchbook. Marks should then be added to the database on sims in order for a average mark to be worked out for the end of the year. Year 7 and 8 contextual work makes up 50% of each project but year 9 contextual work is marked separately.</p> <p>Peer assessment- Students should swap work and write one thing the person has done well and set one target for them to improve their work. This should be written on the back of their work or in the sketchbook. This must be completed for every project alongside other peer assessment methods used by individual teachers.</p> <p>Self assessment-Students should swap work and then stand at different ends of the classroom in order to view their work at a distance. They should then set themselves an improvement target and write this on the back of their work or in their sketchbook. This must be completed during every project alongside individual teachers' self-assessment methods. Students will also write a small evaluation of their work at the end of the project. This can be on the formative assessment sheets, on the back of their work or in their sketchbook.</p> <p>Homework Contextual work, Paul Cezanne. All students should work with the department format for contextual research. Each project students will produce a research sheet on the artist they are studying. This is completed in a set format given over series of homework's.</p>	<p>Feedback</p> <p>Students receive verbal and written feedback in lessons.</p> <p>Students also receive peer feedback to help target setting for the following lessons.</p>
	<p>Where will this be revisited? Year 8 term 1 will cover observational painting where students will reflect back on Still Life and composition.</p>	

KS3 National Curriculum

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

GCSE

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

AO3: Record ideas, observations, and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.