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| <p>Year 7 Art Carousel (8 weeks/ 12 lessons.)</p> | <p>Learning intentions. (What can a student do by then end of the lesson.)</p> | <p>Learning intentions. (What can a student do by then end of the lesson.)</p> | <p>Learning intentions. (What can a student do by then end of the lesson.)</p> |
| <p>Week 1, 2 & 3</p> | <p>Lesson 1 Introduction to work of Artist Picasso, his cubist style, and information on his artistic position in history. Students make a study of a Picasso painting supplied by teacher. A4, pencil them blended coloured pencil. Lesson 2 Students make an A4 collaged face to emulate the Cubist style Picasso invented.</p> | <p>Lesson 3 Complete collage. Make a line drawing of collage on A4.</p> | <p>Lesson 4 Make an enlargement of line drawing onto A3 cartridge paper. Paint the colour wheel with block paint. Lesson 5 Students apply straight lines to surround their Picasso-esque face. Introduction to oil pastel use and resist with block paint. Colour theory embedded. Students choose 2 contrasting of harmonious colours then apply them next to their pencil lines. For central motif they may keep the same 2 colours (or choose 2 others which have the harmonious/contrasting relationship.)</p> |
| <p>Week 4, 5 & 6</p> | <p>Lesson 6 Apply block paint to A3 work, using same colour range as oil pastels selected. Blend or apply flat. Lesson 7 Introductory discussion on Guernica. Mind map of facts made.</p> | <p>Lesson 8 Make low relief lettering to form a word from the learning so far.</p> | <p>Lesson 9 Paint word using poster paint. Lesson 10 Introduction to the work of Van Gogh and the proportions of the face. Students draw an A4, proportional portrait.</p> |
| <p>Week 7 & 8</p> | <p>Lesson 11 Exploration of tertiary colour mixing, creating skin tones and creating the illusion of form by applying shade. Students use block to paint their portraits. Lesson 12 Students complete their portraits and add fine detail for eyes, hair, lips etc.</p> | <p>Students move on to Drama.</p> | <p>Students move on to Drama.</p> |