Featherstone High School ART Department

Year: 7 Programmes of Learning Title: Pop Art and FOOD and DRINK

The headings below can be used as a checklist to cross reference against existing schemes of learning.

Curriculum Intent	**The Big Picture - Making the learning relevant – Why are pupils learning this?**	**exploration of media, processes and techniques in 2D, 3D and new technologies: study of a range of artefacts from contemporary, historical, personal and cultural contexts Work in, and across, the areas of fine art, craft and design, including both applied and fine art practices** To gain an understanding of Pop art and Popular Culture in Food and Drink To develop an understanding of the Artists Andy Warhol and Pop art and Wayne Thiebaud -compare styles of art what are the similarities and differences To develop observational drawing skills – line shape form and tone drawing cans of drink Develop drawing skills in to explore new media, processes and techniques - water colours and/or water resist techniques with oil pastels Refine and design prints inspired by food and drink and the artists Wayne Thiebaud and Andy Warhol Create Poly block prints in exploring colour - harmonious and complementary
	Exam Specification (for years 10 to 13)	NA
	How does this scheme of learning build on prior learning?	Year 7 pupils develop skills of colour theory, they are exploring new artists in Popular culture and understanding the history of Pop culture and in the impact of society Pupils are introduced to new media building on new skills – including painting and Printing
	How does this scheme of learning prepare pupils for their next stage of education (CEG)	In year 8 they will develop and introduce to new skills of 3D ceramic art and then develop and refine painting and printing skills
	Cultural Capital Development	Exploring social cultural and personal
Common Misconceptions		Just limited to drawing skills
Development of Key Generic Skills: • **Literacy (Writing, Oracy, Reading including opportunities to develop wider reading)** • **Numeracy** • **Computational Thinking (problem solving)**		Research of Pop culture and Artists who paint food and drink Printing and repletion, symmetry and pattern Design planning and creating
Theme for centrally planned home learning		Home learning sheet supports the POL reviews and develops understanding for each lesson
Curriculum mapping – possible links to other subjects		Art / history / Geography/
Curriculum Impact – key subject knowledge pupils should know and be able to recall by the end of this scheme of learning		Pupils will know and understand Popular Culture and Artists linked with this They will have developed their observational drawing skills to include drawing with tone, line and form to make inmages look 3D Pupils will develop painting skills and or water resit techniques Pupils will further develop and understand a knowledge of harmonious and complementary colours and colour theory Pupils will be able to make and create poly block prints
Curriculum impact – key subject skills pupils should have and be able to use by the end of this scheme of learning.		Research artist analysis colour theory drawing and painting and printing
Curriculum Inclusion - Scaffolding for all student groups **e.g.** • **Disadvantaged / Pupil Premium** • **SEND** • **EAL** • **Higher Prior Attainment**		
		Support with home learning provided
		Work is scaffolded with writing frames to help with annotations Card and word sorts to help with understanding key words Pupils will create similar prints but use the same images

	Connectors to support Recall Oracy in lessons to encourage EAL to develop skills to use subject specific language – EG literacy card sorts in pairs Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
For each lesson: Stage 1	
Learning Outcome / Objective/ Big Question	Introduction to the project Brainstorm ideas on Food and Drink and Pop ART Gain an understanding of the historical context of Pop Art Create drawing by a Pop Artist
Core Learning & development of subject specific skills	Pop art what is it and its impact What does the work look like and how was it different to Art before? Brainstorm ideas and make connections to art movement Create a drawing by the Andy Warhol or a Pop artist
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Pop art culture shape colour pattern mood contemporary
For each lesson: Stage 2	
Learning Outcome / Objective/ Big Question	How to draw a 3D object on 2D surface How to apply pencil to create tone
Core Learning & development of subject specific skills	Developing observational drawing skills using line shape form and tone
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary

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	Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Line shape form tone blending 3D and 2D
For each lesson: Stage 3	
Learning Outcome / Objective/ Big Question	To gain an understanding of the art work of Andy Warhol and Wayne Thiebaud To get inspiration from Artists Andy Warhol and Wayne Thiebaud to create your own work in the style of pop To develop line drawing in the style of Andy Warhol To develop 3D form using tone using shading pencils and cross hatching
Core Learning & development of subject specific skills	Developing drawing skills links to artists
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Line shape form pattern repetition duplication harmonious complementary colours shading cross hatching
For each lesson: Stage 4	
Learning Outcome / Objective/ Big Question	To develop water colour skills and work with line Refine and improve drawing using shading and crossing hatching to make your food look 3D To gain an understanding of Water colours Use Harmonious and complementary colours to make your work look like POP art
Core Learning & development of subject specific skills	Introduction to new media water colour paints – how to create form and colour using a different media
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Shading, tone, cross hatching
For each lesson: Stage 5	
Learning Outcome / Objective/ Big Question	Preparing paper and Poly block for printing Gain an understanding of Poly block and how to create a print To prepare paper background cutting shape and colour – Harmonious and complementary colours
Core Learning & development of subject specific skills	Learn what poly block is and how to create a poly block print

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Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Introduction of new media printing
For each lesson: Stage 6	
Learning Outcome / Objective/ Big Question	To gain an understanding of Poly block Printing To create a series of prints in the style of Pop Art To further develop an understanding of colour theory
Core Learning & development of subject specific skills	New media poly block printing
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Printing poly block roller printing ink
For each lesson: Stage 7	
Learning Outcome / Objective/ Big Question	To further develop skills in printing To create complementary prints and present prints in Pop Art style
Core Learning & development of subject specific skills	To reinforce understanding of printing to create prints prints
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Pop art complementary colours poly block printing contemporary
For each lesson: Stage 8	
Learning Outcome / Objective/ Big Question	Create a mono print in the style of Pop Stick colour tissue paper in squares onto paper to explore primary and secondary colours To gain an understanding of Mono prints To create a mono print

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Core Learning & development of subject specific skills	To expanding on knowledge of printing and developing printing skills
Suggested FHS6 Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary Tier 2 and 3 keywords GPOP
Development of subject specific vocabulary	Mono printing colour line and form mark making

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