

Raffles International School Long Term Plan Art and Design 2017 – 2018 Year 1

| Week & Unit | Skills & Concepts | Suggested Activities | Resources | Assessment |
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| Term 1 | | | | |
| Week 1 5 th Sep – 7 th Sep | Draw out your name Create a mind map of your interests and hobbies | Name activity – getting to know the students | Colour pencils Markers Paper | Teacher assessment – formative Questions and answers |
| Week 2 10 th Sep – 14 th Sep Week 3 17 th Sep – 21 st Sep Unit 1 Formal elements Introduction | Identify classroom rules and expectations Identify formal elements of art (line, shape, tone, pattern & colour) To explain each element in their own words | Discuss classroom rules, routines and expectations Introduction to formal elements of art - Class discussion on formal elements of art through PowerPoint (line, shape, tone, pattern & colour) Students will explore a variety of formal elements to produce a brainstorm of ideas which will be reflected in their final project/s Students will define and draw each element in their own style | PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
| Week 4 24 th Sep – 28 th Sep Week 5 1 st Oct - 5 th Oct Baseline Testing | Observational drawing assessment | In the unit, students will draw a still life from secondary observation and will demonstrate their understanding and use of line, shape, colour, tone and pattern. | PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
| Week 6 8 th Oct – 12 th Oct Week 7 15 th Oct – 19 th Oct Week 8 22 nd Oct – 26 th Oct Unit 1 Formal elements Final project | Incorporate formal elements into design work | In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern. | PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
| Half Term | | | | |
| Week 9 | | | | |
| 29th Oct – 2nd Nov | | | | |
| Week 10 5 th Nov – 9 th Nov Unit 1 (to be continued) Formal elements | Incorporate formal elements into design work | In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern. | PowerPoint Examples of work Drawing paper Pencils Erasers Markers | Observation Questions and answers One to one Assessment Peer assessment |

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| Final project | | | Colored pencils Fine liners | Teacher assessment – formative Final Evaluation (self-assessment) |
| <p>Week 11 12th Nov – 16th Nov</p> <p>Week 12 19th Nov – 23rd Nov</p> <p>Week 13 26th Nov – 30th Nov</p> <p>Week 14 3rd Dec – 7th Dec</p> <p>Week 15 10th Dec – 14th Dec</p> <p>Unit 2 National Day</p> | Create art work influenced by the key features of the UAE | Students will learn about the importance of UAE National Day and create art work inspired by this cultural celebration. | Visual images based on UAE Paper / card Pencils Erasers Wet and dry media Paint brushes Paint palettes Scissors Glue Craft materials | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |

Winter Break
Week 16, 17, 18
17th December – 6th January 2018

Term 2

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| <p>Week 19 7th Jan – 11th Jan</p> <p>Week 20 14th Jan – 18th Jan</p> <p>Week 21 21st Jan – 25th Jan</p> <p>Week 22 28th Jan – 1st Feb</p> <p>Week 23 4th Feb – 8th Feb</p> <p>Unit 3 Printmaking</p> | <p>Understand what is printmaking</p> <p>Become familiar with the work of art Katsushika Hokusai</p> <p>Draw from observation using formal elements of art</p> <p>Transfer original drawing to tracing paper and then onto polyboard</p> <p>Understand basic safety procedures associated with printmaking in general</p> <p>Create a polyboard print using a range of markmaking techniques</p> <p>Use collage techniques to make a selection of printing surfaces</p> <p>Use printing inks to print Experiment with colour mixing and printing techniques</p> | In this unit of work students will learn to create multiple images of fruits using the process of printmaking. Students will start by drawing from secondary observation, this will then be traced and transferred onto a printing plate (polyboard) and etched into using a pointed tool. The printing plate will then be printed onto collaged paper created by the students in a variety of materials. Throughout this unit students will revise prior learning of formal elements of art and apply these to both their drawing, collage and their final prints. They will also learn about printmaking artist Katsushika Hokusai who demonstrates intricate patterns in his work. Students will explore his artwork to inspire ideas for their drawings and prints. | Print examples Paper Pencils Polyboard Printing inks Newspaper Fine liners | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
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Half Term
Week 24
11th Feb – 15th Feb

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| <p>Week 25 18th Feb – 22nd Feb</p> <p>Week 26 25th Feb – 1st Mar</p> <p>Week 27 4th Mar – 8th Mar</p> <p>Week 28 11th Mar – 15th Mar</p> <p>Week 29 18th – 22nd Mar</p> <p>Unit 4 Kandinsky circles</p> | <p>Identify the works of artist Wassily Kandinsky</p> <p>Recognize formal elements used in the artist’s work</p> <p>Be able to create a circle color study inspired by Kandinsky’s concentric circles</p> | <p>In this unit, students will become familiar with the life and works of Wassily Kandinsky. They will create a concentric circle design and colour scheme using bold, bright colours that reflects the style of the artist. They will also have the opportunity to collaborate and work on a circular design in pairs.</p> | <p>Drawing paper Visual images of artist work on Powerpoint Teacher sample of work Pencils Erasers Paints Brushes Water pots Black fine liners</p> | <p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p> |
| <p>Spring Break Week 30, 31 25th Mar – 7th Apr</p> | | | | |
| <p>Term 3</p> | | | | |
| <p>Week 32 8th Apr – 12th Apr</p> <p>Week 33 15th Apr – 19th Apr</p> <p>Unit 4 (to be continued) Kandinsky circles</p> | <p>Identify the works of artist Wassily Kandinsky</p> <p>Recognize formal elements used in the artist’s work</p> <p>Be able to create a circle color study inspired by Kandinsky’s concentric circles</p> | <p>In this unit, students will become familiar with the life and works of Wassily Kandinsky. They will create a concentric circle design and colour scheme using bold, bright colours that reflects the style of the artist. They will also have the opportunity to collaborate and work on a circular design in pairs.</p> | <p>Drawing paper Visual images of artist work on Powerpoint Teacher sample of work Pencils Erasers Paints Brushes Water pots Black fine liners</p> | <p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p> |
| <p>Week 34 22nd Apr – 26th Apr</p> <p>Week 35 29th Apr – 3rd May</p> <p>Week 36 6th May – 10th May</p> <p>Week 37 13th May – 17th May</p> <p>Week 38 20th May – 24th May</p> <p>Week 39 27th May – 31st May</p> <p>Week 40 3rd Jun – 7^h Jun</p> <p>Week 41 10th Jun – 14th Jun</p> <p>Unit 5 Van Gogh</p> | <p>Identify the work of artist Van Gogh</p> <p>Recognize features of Van Gogh’s work & make connections with previous learning of formal elements</p> <p>Identify parts of a sunflower and observe its details</p> <p>Be able to draw a close up of a sunflower</p> <p>Be able to re-create a sunflower in the style of Van Gogh</p> <p>Extension: create sunflowers in clay.</p> | <p>In this unit students will become familiar with the life and works of Van Gogh. They will listen to the story ‘Camille and the Sunflowers’ and learn to draw and paint a sunflower in the style of the artist by observing its lines, shapes, colours and patterns.</p> <p>Clay: Students to explore a variety of coiling and rolling techniques in order to create a sunflower with clay.</p> | <p>‘Vase with Sunflowers’ by Van Gogh Sponges Paints Paper Fine liners Images of sunflowers Book ‘Camille and the Sunflowers’</p> | <p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p> |

| sunflowers | | | | |
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| <p>Week 42 17th Jun – 21st Jun</p> <p>Week 43 24th Jun – 28th Jun</p> <p>Week 44 1st July – 5th July</p> <p>Completing unfinished projects, making art folders and distribution of student work</p> | <p>Create art folders Organize work into folders Decorate folders</p> | <p>Students will appreciate and re-cap the work they have done during the year. They will have the opportunity to add finishing touches to their work and/or complete any unfinished work and take their artwork home.</p> | <p>Folders Markers Colour pencils</p> | <p>N/A</p> |