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**Knowledge Rich Curriculum Plan**

Year 7 – Term 2



| **Lesson/Learning Sequence** **Formal Elements**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know how…* | **Assessment**  |
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| **Lesson 1: Reading and Research on African Masks****Reading Activity** | * Students will know about the African culture particularly the masks.
* African masks are symmetrical and each mask and colour used symbolises a trait.
* It's Art and traditions through reading and understanding vocabulary.
* Students will know how to apply elements of the art to their page.
* Students will know how to layout and plan a research page using TWISBOQ.
 | Culture: the ideas, customs, and social behaviour of a particular people or society. Composition: Although in a general sense any piece of music or writing, painting or sculpture, can be referred to as a composition, the term usually refers to the arrangement of elements within a work of art. Symmetrical: made up of exactly similar parts facing each other  | * Students need to already know that the basic of a Title, images and information always needs to be present in an artist research page. Artist inspiration and work always informs your own work and ideas.
* Students need to already know how to describe artist work and what the work Composition means in Art.
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| **Lesson 2: Building on Sketchbook page.** | * The patterns, symbols and colours used in African culture.
* Student will apply patterns and sketches to build onto their research pages.
 | Composition: Although in a general sense any piece of music or writing, painting or sculpture, can be referred to as a composition, the term usually refers to the arrangement of elements within a work of art.Scale: the relative size of one object compared to another, typically the size of the artwork to the viewer's body. | * How to identify African patterns through colour.
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| **Lesson 3: Understanding the content.****Reading Activity** | * How to incorporate important text and writing to inform their research page in a creative way.
* Reflect on their page against the criteria and make an improvement.
 | Font: A font is a particular size, weight and style of a typeface. | * Students need to already know key facts in to African Art.
* To reflect on their work and on assessment criteria.
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| **Lesson 4 & 5: Mask Design** | * Students will know the work of Kenal Louis.
* Students will draw a mask design of their own inspired by Africa.
* A monochrome and a colour mask will be created using patterns and symbols.
 | Monochrome: Monochrome means one colour, so in relation to art, a monochrome artwork is one that includes only one colour.Geometric: Geometric art is the artwork of a non-representative nature that uses straight and curved lines and colour to form shapes, patterns, and designs with more complex mathematical features and relationships. | * To create monochrome patterns through Zentangle.
* What Monochrome means.
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| **Lesson 6& 7: Cardboard Moquette**  | * Carboard relief is used when cardboard is built on top of each other.
* Students will create a section of their mask to understand its limitations and possibilities.
 | A cardboard relief is a collage made out of cardboard pieces layered together. High relief: More than 2 layers Low relief : One layer. | * To identify possible limitations.
* How to build and layer cardboard shapes.
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| **Lesson 8 & 9: Painting and Pattern**  | * Acrylic paint is the best paint to use onto cardboard.
* Students will know how to apply Acrylic paint successfully to their Moquette.
* Student will apply patterns in areas using posca pen and acrylic paint.
 | Moquette: A moquette is model for a larger piece of sculpture, created in order to visualise how it might look and to work out approaches and materials for how it might be made | * How to build and layer cardboard shapes.
* To mix colours.
* Apply posca pens with intricate patterns.
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| **Lesson 10 & 11: Construction of mask** | * How to draw and cut out the base of their mask.
* Will cut and build out the shapes separately creating layers and relief.
 | A cardboard relief is a collage made out of cardboard pieces layered together.  | * How to build and layer cardboard shapes.
* To mix colours.
* Apply posca pens with intricate patterns.
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| **Lesson 11 &12 : Construction of mask** | * Will cut out their remaining shapes.
* Students will glue each layer to build their relief mask.
 |  | * How to build and layer cardboard shapes.
* To mix colours.
* Apply posca pens with intricate patterns.
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| **Lesson 13 & 14 : Application of colour and Paint****Reading Activity** | * The colours that are used are relevant to the African Culture.
* Students will apply acrylic paint smoothly and successfully to their mask.
* Colour used need to compliment each other on the mask.
 | Harmonious colours: Colours that are next to each other on the colour wheel. Warm colours: Colours that make you feel warm. Yellow, orange and red.  | * Students will already know their colour theory.
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| **Lesson 15 & 16: Application of pattern and decoration.** | * Students will apply smaller details into their masks such as dots, lines and patterns.
* Students will use posca pens to create small and intricate patterns.
* Using black and white lines and patterns will add contrast to their colour.
 | Intricate: very complicated or detailed.Decoration: something that adorns, enriches, or beautifies: ornament.  | * How to build and layer cardboard shapes.
* To mix colours.
* Apply posca pens with intricate patterns.
* To apply acrylic paint smoothly
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| **Lesson 17: Evaluation and SSS Challenge** | * Students will compare their work against the assessment criteria.
* Students will reflect and review on their work and complete an SSS challenge to either Secure, Sustain or stretch their ability.
 | Evaluate: form an idea of the amount, number, or value of; assess. | * To evaluate their work against the artist and they assessment criteria.
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