****

**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** |
| --- | --- | --- | --- | --- |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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 |  |
| **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. |  |