

Subject: Art – Long Term Planner  
Year: 7

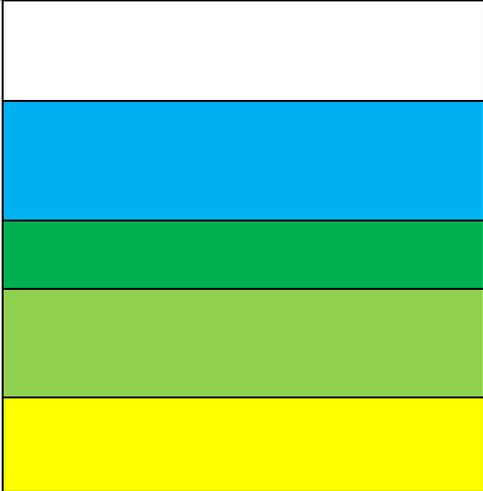
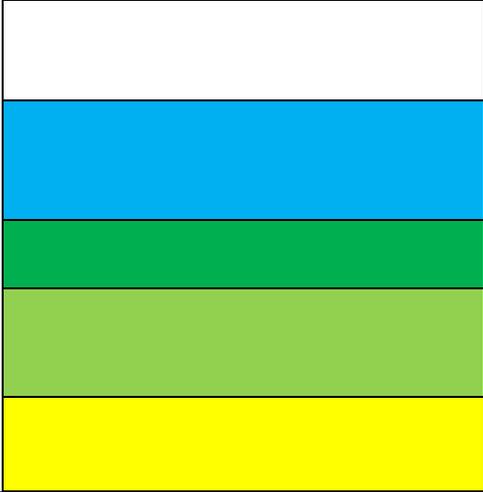
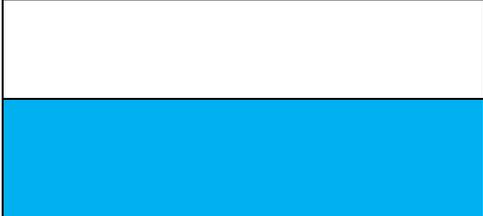


Length of enquiry	10 Lessons
Description of unit	Focus: What is clay and how can we manipulate it. Students will look at gargoyles to help produce a design before experimenting with pinch pot techniques to create a 'little monster'.
Fertile Question	
Key Concepts to be learnt this enquiry	Develop skills in clay learning about slip, pinch pots and the quality of clay. Students will develop an understanding of architectural gargoyles which will help they create a design for their final piece. Students will be able to develop their annotation skills by writing about their work, critiquing their designs.
Curriculum Opportunities	Developing oral and written skills, forming opinions and creating Art work through the experimenting with clay.
SMSC	Giving pupils the chance to reflect on cultural architecture. Studying artists with spiritual or religious theme, issues raised by the mass making of pottery.
Summative Assessment	<b>GCSE Assessment Objectives:</b> AO1 – Understanding and researching architectural gargoyles. AO2 – Developing an understanding of clay and how it can be used. AO3 – Drawing from first and second hand resources <b>A Level Assessment Objectives:</b> AO2 Develop, explore and experiment with resources, media, material and techniques and processes.
Key Vocabulary	Clay, gargoyles, slip, kiln, glaze, cross hatch, fire, design.
Lesson Questions	Lesson 1 – What is clay? Lesson 2 – What is a gargoyle? Lesson 3 – What makes a successful design? Lesson 4 – How can I improve my design? HALF TERM Lesson 5 – What is a pinch pot? Lesson 6 – How can I create facial features? Lesson 7 – How can I add texture? Lesson 8 – Glaze work Lesson 9 – Glaze work Lesson 10 - Evaluate work
Differentiation strategies	Depending on class data
Resources and Texts	
Homework	See below for – HW for each lesson

Week	Lesson questions	Learning intention & Success criteria	Learning Activities (Activation phase)	Assessment (Demonstration phase)	Homework	Challenge (Strategies to support student groups)
1	What is clay. Art exam?	<p><b>Understand what clay is and where it comes from and how we can use it.</b></p> <p>Be able to present a neat page explaining what clay is and how we can create ceramic sculptures from it.</p> <p>Be able to create a neat page describing clay.</p> <p>Be able to explain the key words associated with clay.</p> <p>Be able to explain what clay is.</p>	Where does clay come from?	<p>Students to find and copy 8 facts dotted around the room (or printed and given to different students if in a cover room)</p> <p>Students will create a page demonstrating their understanding of clay.</p>	Find the definition and print out images of gargoyles.	<p>Printed versions to help lower literacy. Students can write first found and stick in others.</p> <p>Pair work.</p>
2	What is a gargoyle?	<p><b>Understand what a gargoyle is and why architects use them.</b></p> <p>Be able to present a neat page illustrating you ideas for a design for a gargoyle.</p> <p>Be able to start a design based on gargoyles.</p> <p>Be able to explain the key features of a gargoyle.</p> <p>Be able to explain what a gargoyle is.</p>	Reflect on last lesson. Can you remember the 8 facts?	Create a page describing what a gargoyle is, adding images. Analysing what features are common in gargoyles. Starting a design for a pinch pot gargoyle.		Compass available or lower ability students to draw the pinch pot. Examples available.
3		<p><b>Create an interesting design for your gargoyle pinch pot.</b></p>	Spot the odd one out – reflecting on last lesson.	Creating a design for a pinch pot gargoyle reflecting on previous learning and how clay reacts as a material.	Create a design for an architectural gargoyle.	

		<p>Be able to present a page creatively illustrating your ideas for a design for a gargoyle.</p> <p>Be able to start a design based on gargoyles.</p> <p>Be able to understand how clay will be used to form your gargoyle.</p> <p>Be able to explain what a gargoyle is.</p>				
4		<p><b>Create an interesting tonal design for your gargoyle pinch pot.</b></p> <p>Be able to use texture to create a 3D textured gargoyle design.</p> <p>Be able to create a gargoyle that shows different textures.</p> <p>Be able to use tone to create a 3D gargoyle.</p> <p>Be able to understand how clay will be used to form your gargoyle.</p>	<p>Write a WWW and an EBI for a peer. Refer to the success criteria from last week to help you include key words. Write in full sentences. E.g. WWW: You have created a creative design and I really like how you have added texture to the tail. EBI: Remember that the surface area of the connecting clay needs to be as large as possible for it to stay connected.</p>	<p>Shading the design referring to the previous project on tone to create a 3D design. Teacher demo: How to create tone on basic shapes.</p>		<p>Refer to tonal ladder and blending.</p>
5		<p><b>Learning intention: To create a pinch pot with walls of equal thickness.</b></p> <p>Be able to create a pinch pot which has walls of the same thickness.</p>	<p>What health and safety rules should be in place for clay.</p>	<p>Create a pinch pot with walls of equal thickness. Teacher demo on how to create pinch pot. Understand how to clear clay away and why it needs</p>		<p>Lower ability students can create a ball and scoop the clay out.</p>

		<p>Be able to create a clay pinch pot.</p> <p>Be able to understand how to make a pinch pot.</p> <p>Be able to explain the rules when using clay and why these are in place.</p>		to be in an air tight container.		
6		<p><b>To add features to your pinch pot using slip.</b></p> <p>Be able to form features out of clay and apply them using slip to form your gargoyle</p> <p>Be able to use slip to add features to your pinch pot gargoyle referring to your design.</p> <p>Be able to create a pinch pot which has walls of the same thickness.</p> <p>Be able to explain what slip is and how we can make and apply it.</p>	What is slip ?	<p>Using slip to add features to the pinch pot. Thinking about their knowledge of clay and how it reacts when fired.</p> <p>Teacher demo on how to create different features.</p>		
7		<p><b>To create features to add to your pinch pot using slip, showing your understanding of the materials.</b></p> <p>Be able to add texture to the gargoyle using a variety of tools.</p> <p>Be able to form features out of clay and apply them using slip to form your gargoyle</p> <p>Be able to use slip to add features to your pinch pot gargoyle referring to your design.</p>	<p>Why will large features such as tails need to be hollow?</p> <p>If there is air in the clay, the heat from the kiln will cause the air to expand, the expanded air will make your clay sculpture explode in the kiln.</p> <p>Making a hollow sculpture and adding a small hole means that air is less likely to</p>	<p>Teacher demo: How to create a hollow tail and add texture.</p> <p>Students finalise their clay sculpture using slip to add features and carefully forming their features.</p>	<p>What is a ceramic glaze used for?</p> <p>How would you apply a glaze? How would you see a glaze?</p> <p>What is a ceramic glaze made out of?</p>	

		Be able to create a pinch pot which has walls of the same thickness.	become trapped in the thin walls. The hole means the air can escape when expanding.			
8	Glaze					
9	Glaze					
10	<b>Evaluation / glaze.</b>					


### Analyse

<b>SELECT</b>	A1	A1	I can select from and use given images, objects and information	7
	A2	A1	I can arrange objects for observation and recording	7 
	A3	A1	I can collect images and resources to help my work develop	7 
	A6	A1	I can choose mediums and processes to record my observations and experiences	7
	A7	A1	I can exploit a large range of mediums and formats to record my observations and experiences	7

<b>RECORD-Format</b>	A9	A2	I can record basically from given resources in a limited range of visual medium, formats, techniques and processes	7
	A10	A2	I can record with some emerging consistency and diversity	7
	A11	A2	I can record from resources with consistency in a range of visual mediums, formats, techniques and processes	7
	A12	A2	I can record decisively and can work from a breadth of resources without an over-reliance on secondary images	7

<b>RECORD- Annotate</b>	A13	A3	I can record my ideas and annotate in my own words		7
	A14	A3	I can record my ideas with annotation that shows some understanding of critical vocabulary		7
<b>RECORD- Competence</b>	A18	A4	I can record to a basic standard		7
	A19	A4	I can record using adequate skill with some perseverance		7
	A20	A4	I can record using accomplished skill to complete a task		7
	A21	A4	I can record using confident skill and attention		7
<b>OBSERVE- Line</b>	A23	A5	I can observe with and use line to show shape		7
	A24	A5	I can successfully use line to describe shape and form		7
	A25	A5	I can use line expressively and imaginatively		7
	A26	A5	I can simplify observations with the use of line for a design, purpose or process		7
	A27	A5	I can use fluency with line and expressive mark making to observe imaginatively		7
<b>OBSERVE- Tone</b>	A28	A6	I can see tonal elements in my observations and attempt to show them		7
	A29	A6	I can demonstrate a satisfactory application of tonal range within my observations		7
	A30	A6	I can demonstrate a confident application of tonal range within my observations		7
	A31	A6	I can exploit tonal value to show the contrasts of light and colour		7
<b>OBSERVE- Texture</b>	A32	A7	I can observe and appreciate physical and actual texture and attempt to show them		7
	A33	A7	I can observe and show different textures and surface within my observations		7
	A34	A7	I can show texture and surface within my visual observations with confident control of the formal elements		7

<b>OBSERVE- Pattern</b>	<b>A35</b>	<b>A8</b>	I can observe patterns and attempt to show them 	<b>7</b>
	<b>A36</b>	<b>A8</b>	I can use pattern to create designs that are for a purpose or process	<b>7</b>
	<b>A37</b>	<b>A8</b>	I can fully exploit the use of pattern within my ideas and developments	<b>7</b>
<b>OBSERVE- Skill</b>	<b>A38</b>	<b>A9</b>	I can observe using adequate skill, control and expression appropriate to the task	<b>7</b>
	<b>A39</b>	<b>A9</b>	I can demonstrate a reliable command of techniques and skills in observation	<b>7</b>
	<b>A40</b>	<b>A9</b>	I can exploit the formal elements to comprehensively observe	<b>7</b>
	<b>A41</b>	<b>A9</b>	I can be sustained, accurate and insightful in my visual observations that show my ideas and explorations	<b>7</b>
<b>OBSERVE- Media</b>	<b>A42</b>	<b>A10</b>	I can reatively observe by other means such as photography or sculpture 	<b>7</b>
	<b>A43</b>	<b>A10</b>	I can intuitively control and manipulate a range of media in my observations	<b>7</b>
	<b>A44</b>	<b>A10</b>	I can observe purposefully showing technical fluency and in a variety of scales	<b>7</b>

## Comprehend

<b>EXPLORE- Control</b>	<b>D1</b>	<b>D1</b>	I can attempt to explore and improve my control of materials, processes and techniques	<b>7</b>
	<b>D2</b>	<b>D1</b>	I can experiment and confidently control materials, processes and techniques	<b>7</b>
<b>EXPLORE- Ideas</b>	<b>D5</b>	<b>D2</b>	I can explore and make design decisions for a purpose or process	<b>7</b>
	<b>D6</b>	<b>D2</b>	I can explore and experiment with new ways of making work to realise my ideas	<b>7</b>
<b>EXPLORE- Stylistic Features</b>	<b>D9</b>	<b>D3</b>	In my experiments I can make comparisons to the work of others studied and my own work	<b>7</b>
	<b>D11</b>	<b>D3</b>	I can control and manipulate stylistic features and processes from a range of different genres and Art History	<b>7</b>
<b>EXPERIENCE- Respond</b>	<b>D14</b>	<b>D4</b>	I can respond and learn new skills that are specific to the project I have undertaken	<b>7</b>
	<b>D15</b>	<b>D4</b>	I can use and experiment with colour theme to develop my work 	<b>7</b>
	<b>D16</b>	<b>D4</b>	I can apply myself to learn new skills and perform them safely	<b>7</b>
<b>EXPERIENCE- Colour</b>	<b>D17</b>	<b>D5</b>	I can use the colour wheel to inform my choices 	<b>7</b>
	<b>D18</b>	<b>D5</b>	I can mix secondary and tertiary colours; make hues and shades in variety of mediums 	<b>7</b>
	<b>D19</b>	<b>D5</b>	I can refine, mix and use colour effectively with a range of media process 	<b>7</b>

<b>EXPERIENCE- Painting</b>	<b>D20</b>	<b>D6</b>	I can show limited control of the formal elements with painting techniques		7
	<b>D21</b>	<b>D6</b>	I can show adequate control with varying approaches to painting		7
	<b>D22</b>	<b>D6</b>	I can show secure control and skill when using the formal elements with varying approaches to painting		7
	<b>D23</b>	<b>D6</b>	I can show reliable and consistent skill when using the formal elements with varying approaches to painting		7
	<b>D24</b>	<b>D6</b>	I can show fluency and take creative risks in the use of the formal elements within my approach to painting		7
<b>EXPERIENCE- Drawing</b>	<b>D25</b>	<b>D7</b>	I can use basic drawing techniques or mediums and experiment with these		7
	<b>D26</b>	<b>D7</b>	I can effectively use a range of drawing media to explore and develop ideas		7
	<b>D27</b>	<b>D7</b>	I can confidently demonstrate the formal elements of drawing with a variety of drawing mediums		7
<b>EXPERIENCE- Printing</b>	<b>D29</b>	<b>D8</b>	I can use a range of printmaking techniques		7
	<b>D30</b>	<b>D8</b>	I can use colour layering with printing techniques		7
	<b>D31</b>	<b>D8</b>	I can use repetition and pattern within printmaking		7
	<b>D32</b>	<b>D8</b>	I can show confidence and control with a variety of printed techniques		7
<b>EXPERIENCE- Media</b>	<b>D35</b>	<b>D9</b>	I can use a variety of media to create work in relief		7
	<b>D36</b>	<b>D9</b>	I can use and understand the basic skills of working in 3 dimensions		7
	<b>D37</b>	<b>D9</b>	I can take creative risks and experiment with relief and mixed media		7
	<b>D39</b>	<b>D9</b>	I can use relief effectively and sensitively in my work		7
	<b>D40</b>	<b>D9</b>	I have learnt basic skills when working with fabric and textile techniques		7

<b>EXPERIENCE-Skill</b>	<b>D41</b>	<b>D10</b>	I can use materials creatively to create work in mixed media	<b>7</b>
	<b>D42</b>	<b>D10</b>	I can skilfully manipulate the potential and characteristics of working in 3D	<b>7</b>
	<b>D43</b>	<b>D10</b>	I can fluently exploit materials in 3D to develop my ideas and intentions	<b>7</b>
	<b>D44</b>	<b>D10</b>	I can independently and confidently use a variety of mediums to achieve my ideas in mixed media 	<b>7</b>
	<b>D45</b>	<b>D10</b>	I can refine my skills consistently and imaginatively within a variety of experiences and opportunities	<b>7</b>
<b>EXPERIENCE-Refine Media</b>	<b>D46</b>	<b>D11</b>	I can fully refine and exploit a range of chosen media for my work	<b>7</b>
	<b>D47</b>	<b>D11</b>	I understand the restrictions and limits of materials, processes and techniques as I explore	<b>7</b>
	<b>D48</b>	<b>D11</b>	I can show sensitivity and originality in my experimentation of media and processes to meet my objectives	<b>7</b>
<b>EXPERIENCE-Technology</b>	<b>D49</b>	<b>D12</b>	I can use new media and technology to develop my skills and intentions	<b>7</b>
	<b>D50</b>	<b>D12</b>	I can confidently and independently exploit new media and technology to create, develop and research	<b>7</b>
	<b>D51</b>	<b>D12</b>	I can creatively and independently exploit new media and technology to develop my ideas and intentions	<b>7</b>
<b>REFINE-Review</b>	<b>D52</b>	<b>D13</b>	I can refine my work as directed through a process or project	<b>7</b>
	<b>D53</b>	<b>D13</b>	I can refine my work and act on advice	<b>7</b>
	<b>D54</b>	<b>D13</b>	I can review and progress from my mistakes	<b>7</b>
<b>REFINE-Accuracy</b>	<b>D57</b>	<b>D14</b>	I can refine my work using colour and expression	<b>7</b>
	<b>D58</b>	<b>D14</b>	I can refine my work by showing and exploring an understanding of composition	<b>7</b>
	<b>D59</b>	<b>D14</b>	I can refine my work showing an understanding of proportion	<b>7</b>
	<b>D60</b>	<b>D14</b>	I can refine my work showing a secure understanding of perspective	<b>7</b>
	<b>D62</b>	<b>D14</b>	I can refine my work in a variety of scales	<b>7</b>
<b>REFINE-</b>	<b>D61</b>	<b>D15</b>	I can refine my use of materials, processes and techniques with some confidence	<b>7</b>

## Resolve

PLAN	R1	R1	I can plan and present my developing ideas within my work in a suitable format (e.g. sketchpad)	7
	R2	R1	I understand layout, presentation and can sequentially organise my plans and ideas visually within a suitable format 	7
	R3	R1	I can make comparisons between my own work and the work of others studied in my experiments	7
PLAN- Collate	R6	R2	I can use sketching and design to plan and develop my ideas and outcomes	7
	R7	R2	I can draw my ideas to a conclusion when planning a response	7
	R8	R2	I can collate ideas and developments together to plan a response that is clearly a result of thorough and varied investigation	7
PLAN- Discuss	R9	R3	I can discuss my work in simple terms to explain my experiences and plans	7
	R10	R3	I can plan and present my work and ideas with annotation and specialist vocabulary 	7
	R11	R3	I can plan and present my work and ideas with personal expression, critical explanation and specialist vocabulary	7

RESPOND- Connect	R12	R4	I can respond to the given activity and task to create an outcome that shows some understanding and progress	7
	R13	R4	I can respond to investigations and sources within my response	7
	R14	R4	My response shows limited connection to the work of others studied 	7
	R17	R5	I can create a response that achieves by objectives and ideas	7
RESPOND- Ideas and Skill	R18	R5	I can produce a response which demonstrates learning and creativity	7
	R19	R5	I can create a response that shows sound technical skills	7
	R20	R5	I can present a response that is technically convincing and/or appropriate to my intentions	7
	R21	R5	I can use the formal elements fluently and skilfully to realise my intentions	7
RESPOND- Media	R22	R6	I can use my chosen media to realise my intention	7
	R23	R6	I can present a response that shows effective usage of the characteristics of the media chosen	7
	R24	R6	I can create a response of value that shows inventive use of mediums and ambitious qualities	7
EVALUATING	R25	R6	I can demonstrate a sustained personal and coherent response to my ideas and intentions	7
	R28	R7	I can evaluate my work once prompted and with guidance	7