



YEAR 7 CERAMICS: Learning Programme \_\_ AOLE: Expressive Arts



Develop ideas through investigations, demonstrating critical understanding of sources. Learning the Thumb Pot technique and its place in both traditional and contemporary art.

Exploring STILL LIFE in Art, both through their own creative work and other people's, will engage learners with various genres, techniques, tools, materials and practices and enables them to become curious and creative individuals.

This half term: Skills, Knowledge and Understanding to be developed:

**AO2/4 Creative Making & Personal Presentation:**

Students will **explore forms and disciplines in ceramics through experimentation, formal research and inquiry, learners can develop an understanding of how the expressive arts communicate through visual means. This exploration will progress their understanding of how the expressive arts shape ideas and feelings. It will encourage them to develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.** Develop their skills and techniques in the manipulation of clay, particularly **THUMB POT** technique. Learners will use their experimentation and investigation to manipulate creative work with purpose and intent when communicating ideas. They will apply specialised technical skills in their creative work and purposefully use design skills and apply a range of solutions to clarify and refine final creative ideas. (PS4)

**AO1 Critical Understanding:**

Students will know how to develop their understanding of analysing and responding to an artist work; Catrin Howell's animal heads - students will learn how to respond to visual and written information in order to describe and evaluate artwork. . **Through the study of Buddug Humphreys and Catrin Howell learners will explore Wales and its unique and diverse traditions, history and cultures. Students will investigate and understand how meaning is communicated through the ideas of other artists (PS4)**

**AO3 Reflective Recording:**

Students will increase their understanding of their visual and written research skills to produce a Thumb pot and a Catrin Howell inspired animal head. Students will explore creative work, understanding the personal, social, cultural and historical context, including the conventions of the period in which it was created. (PS4)

Four Purposes: To become ambitious, capable learners, ready to learn throughout their lives

**Key Terms:**  
Ceramics, clay, kiln, firing, slip, glaze, high relief, low relief, sculpture, texture, pattern, Slab, Thumb pot, Catrin Howell, mythological creatures, love spoon, recycled 3D outcomes, symbolic.

**LP1 – Week 1 - Learning Outcomes:**

Students will develop their **critical understanding** through researching key facts about how ceramics are made and where clay is found

1. Students will discuss ceramic introductory information and be able to relay important key facts about ceramics. (Literacy focus: 7.OL1, 7.OS2 – Speaking and listening skills)
2. Students will learn how to complete timed observational drawing tasks and use these to produce a final design.

**Success Criteria**

Students will be able to complete an observational drawing task, looking at different 'still life' containers to inspire their own thumb pot design.

Students will be able to show confidence when speaking and give an opinion with explanations for their reasoning.

**Homework**

**Creative Making/critical understanding & reflective recording;** Create an information sheet on clay and thumb pots (pinch pots) and different patterns from different cultures e.g. African, Aztec, Islamic etc. **DLF: Producing with Microsoft Office; creating**

**LP1 – Week 2 - Learning Outcomes:**

Students will develop their **creative making & personal presentation:** making a ceramic thumb pot and Love spoon

1. Students will learn the Thumb pot method, including relief (or the appearance of relief) patterns on the pot.

**Success Criteria**

Students to experiment with the thumb pot process, following their design to complete a pot with even sides and using various clay tools to add pattern and texture.

Grade

**LP1 – Week 3 - Learning Outcomes:**

Students will develop **critical understanding & reflective recording** through applying the thumb pot method learnt and new skills developed to annotate a research sheet.

1. Students will apply and demonstrate new knowledge and skills in assessment making their step by step guide and research page.
2. Students will reflect on their progress and compare their work with the work of other artists researched online.

**Success Criteria**

Students to complete a digital research and step-by-step page, recalling key words and correct stages.

Students will set themselves a target for the next ceramic outcome.

**LP1 – Week 4 & 5- Learning Outcomes:**

Students will develop **personal presentation:** complete their ceramic outcome using various paint techniques to decorate their sculpture.

1. Students will learn how to colour mix secondary colours and use tone when painting ceramic work.
2. Students will reflect on their progress and set targets for improvement. Students will know which skills they will need to improve upon when they paint their next ceramic outcome.

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Grade

SA

/100

**Success Criteria:**

Students will be able to apply the 3 success criteria needed when painting thumb pot outcome:  
Students will be able to use primary colours to mix secondary colours and demonstrate their ability to paint using a tonal range between these colours.

Students ensure they are reviewing work and setting

**Week 6: EXTENTION TASK:** Students will develop their **creative making & personal presentation:** complete a ceramic thumb pot animal head.

1. Students will apply and demonstrate their confident knowledge and skills in preparation for their SA assessment outcome. Making their ceramic Thumb pot animal head.

<p>2. Students will reflect on their progress and set targets for improvement. Students will know which skills they will need to improve upon when they next work with clay.</p> <p><b>Week 7: EXTENTION TASK: Students will develop <u>personal presentation</u>: complete their ceramic outcome using various paint techniques to decorate their ceramic animal head.</b></p>		<p>themselves a target for future ceramic outcomes.</p> <p>Students to experiment with the thumb pot process to make a ceramic animal head with even sides, elongated features and hollow eyes.</p>	
<p><b>LP1 – Week 6/8 - Learning Outcomes:</b>  <b>Students will develop <u>critical understanding &amp; reflective recording</u> through their literacy skills and understanding of how to respond to an artists’ work</b></p> <p>1. Students will be able to evaluate and compare Ceramic thumb pot outcomes with the designs and outcomes of research page artists and respond to Teacher targets.  2. Through the written task student will learn key terms and correct sentence structure. Enhancing reflective recording skills, they will use relevant language to evaluate and respond to work completed. (Literacy focus: 7.WM1, 7.WS4, 7.WS1, 7.WL2, 7.WG4)</p>		<p><b>Success Criteria:</b>  Students will be able to set their own targets in response to teacher’s recommendation and complete evaluation of practical work. Students to complete an evaluative response to clearly convey ideas they have developed from research and reflecting on work as it has progressed.</p>	



YEAR 7 PAINTING & DRAWING: Learning Programme \_\_ AOLE: Expressive Arts



**Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: Learning Form, accuracy, proportion, tone & shading**

Creating STILL LIFE artworks requires learners to develop and demonstrate control of a range of skills and an application of knowledge and practices and enables them to become curious and creative individuals.

**This half term: Skills, Knowledge and Understanding to be developed:**

**AO2 Creative Making: Skills:** Students will be able to use a variety of media and techniques to create line, tone, texture and colour. **Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. By engaging with Still life within Painting and Drawing, learners will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. This learning and experience can foster resilience and flexibility to overcome challenges. Learners will use experimentation and investigation to manipulate creative work with purpose and intent when communicating ideas. (PS4)**

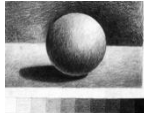
**AO1 Critical Understanding:** Students will **respond** to work of artists in both written and visual form, building on experience gained previously. **Knowledge: Students will know** how to experiment with a variety of media to show texture, tone and colour in their own artwork drawing inspiration from the artists studied. **Learners will effectively evaluate their own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve. (PS4 R&R)**

**AO4 Personal Presentation: Understanding: Students will demonstrate their understanding** of various printing techniques and show how line, tone, texture and colour are used to create an effective piece of artwork. **Learners will apply specialised technical skills in their creative work. They will purposefully use design skills and apply a range of solutions to clarify and refine final creative ideas. (PS4)**

**Key Terms:**

- Tone / tonal range
- Texture
- Mark making
- Colour mixing
- Collage
- Observational drawing

**Four Purposes: To become ambitious, capable learners, ready to learn throughout their lives**

<p><b>Week 1 - Learning Outcomes:</b> Students will develop their <b>creative making</b>: Students will be able to use marks to describe line, and shade a range of tones in pencil: Drawings, tonal scale/sphere, artist studies.</p> 		<p><b>Success Criteria</b> Students will <b>experiment with a variety of marks</b> to describe texture. Students will practise use of line, mark making and tone in HB, 2B &amp; 4B pencils. Tonal sphere.</p>	
<p><b>Week 2 - Learning Outcomes:</b> Students will develop <b>Reflective Recording</b>: Students will know how to use tone and proportion through observational drawing. Students will complete a tonal drawing of different tools, looking carefully at surface texture and detail.</p>		<p><b>Success Criteria</b> Students will <b>record observations</b> from first hand. Students will be able to produce an observational drawing showing tone/proportion.</p>	
<p><b>Week 3 - Learning Outcomes:</b> Students will develop <b>critical understanding</b> by responding to an artist's work. Students will study the work of Jim Dine and complete artist response plan. Students will use their drawing from last lesson and respond to the artist's work using charcoal and pencil. Throughout discussions, students will express opinions-judgement, relate and understand new information about mark making approaches through research and will be able to explain details from texts. (Literacy focus: 2.OS1, 8.RC6, 2.RC2, 2.RA2)</p>		<p><b>Success Criteria</b> Students will <b>investigate</b> the work of <b>Jim Dine</b>. Students will complete a drawing with full tonal range. <b>Students will document their own judgements and opinions</b> about the work. Students will be able to complete artist response using key words.</p>	<p><b>Homework</b> <b>Creative Making:</b> Create a line drawing of a collection of manmade objects of your choice that will become part of your final piece for this project. Emphasis on accuracy.</p> <div style="border: 2px solid red; padding: 10px; text-align: center; width: 50px; margin: 20px auto;">Grade</div>
<p><b>Week 4 - Learning Outcomes:</b> Students will develop <b>reflective recording</b>: Students will be able to use mark-making techniques to create tone and detail in drawing work. Students will compare examples to understand success criteria. (Literacy focus RA6) Mark making exercise- students will complete observational drawing of objects using biro/fine line. Students will experiment with scale.</p>	<div style="border: 2px solid blue; padding: 5px; text-align: center; width: 60px; margin: 10px auto;">SA</div> <div style="border: 2px solid blue; padding: 5px; text-align: center; width: 60px; margin: 5px auto;">/100</div> <div style="border: 2px solid red; padding: 5px; text-align: center; width: 60px; margin: 10px auto;">Grade</div>	<p><b>Success Criteria</b> SA Students will <b>record observations</b> from first hand. Students will demonstrate their understanding of tone/shading in their observational drawing</p>	

<p><b>Week 5&amp;6 - Learning Outcomes:</b>  <b>Students will develop <u>personal presentation</u>:</b> Students will be able to complete final composition for painting.          Students will know how to prepare their final composition. Using all outcomes produced so far, images from home and supplied images.</p>		<p><b>Success Criteria:</b>          Students will present their own, <b>imaginative</b> outcome. Students will be able to produce an imaginative and personal compositional drawing.</p>	
<p><b>Week 7 - Learning Outcomes:</b>  <b>Students will develop their <u>creative making</u>:</b> Students will be able to mix a range of secondary colours in a range of hues using the primary colours:          Students will explore colour through paint, mixing the primary colours to create a range of secondary colours in different hues.          Students will explore colour – primary, secondary, tertiary complimentary/contrasting, hot &amp; cold.</p>		<p><b>Success Criteria</b>          Students will <b>experiment with</b> paint in order to discover the range of hues they can mix for each secondary colour using the three primary colours.          Students will be able to paint colour scales.</p>	

**YEAR 7 PAINTING & DRAWING: Learning Programme \_\_ AOLE: Expressive Arts**

<p><b>This half term: Skills, Knowledge and Understanding to be developed:</b>  <b>CONTINUED DEVELOPMENT OF PART 1</b>  <b>Four Purposes: To become ambitious, capable learners, ready to learn throughout their lives</b></p>			
<p><b>Week 1 - Learning Outcomes:</b>  <b>Students will develop <u>critical understanding</u> of Al Razza and Jim Dine’s work.</b>          Briefly discuss Al Razza’s work looking at texture and use of colour. (Literacy focus: 2.OS1, 7RC3)          Students to study the work of Al Razza to complete an exploration artist page, focusing on sections of his work. They will use texture paint techniques, stencils, torn paper etc.          Students will annotate their exploration page.</p>		<p><b>Success Criteria:</b>          Students will produce an artist response page and comparative annotation that must include: descriptive, analytical, interpretive text using artistic vocabulary</p>	
<p><b>Week 2 - Learning Outcomes:</b>  <b>Students will develop their <u>creative making</u>:</b> will explore colour through paint, mixing the primary colours to create a range of secondary colours in different hues.          Students to produce an A4 background using knowledge of colour mixing, incorporating their knowledge of colour to produce an outcome in the style of Al Razza’s work.</p>		<p><b>Success Criteria:</b>          Students to paint the secondary colours in a range of hues.          Students will complete an A4 background in response to Al Razza using this colour knowledge.</p>	
<p><b>Week 3 - Learning Outcomes:</b>  <b>Students will develop <u>reflective recording</u>: understanding of line, tone, proportion and texture through observational drawings of natural and man-made objects.</b>          Create drawings of natural forms such as shells, pinecones and man-made objects such as cogs, bike chains, watch mechanisms, sections of machinery etc. Use biro/pencil and mark making to create tone.          Plan composition for outcome.</p>	SA	<p><b>Success Criteria</b>          Students to complete observational drawings from <u>primary</u> and <u>secondary sources</u>.</p>	<p><b>Homework</b>  <b>Creative Making;</b> Create drawings of a collection of natural/ manmade objects of your choice that will become part of your final piece for this project. Emphasis on accuracy.</p>
<p><b>Week 4&amp;5- Learning Outcomes:</b>  <b>Students will develop <u>personal presentation</u>: complete an outcome using a combination of drawing and colour mixing.</b>          Students will complete a final outcome, they must show accuracy, detail and mark making to create tone.          Students will draw over Al Razza inspired background using own observational drawing and homework inspiration.</p>	Grade	<p><b>Success Criteria:</b>          SA Students will complete a detailed outcome, demonstrating an understanding of visual language (line, tone, composition, colour etc.)</p>	Grade
<p><b>Week 6 - Learning Outcomes:</b>  <b>Students will understand how to apply <u>critical understanding</u>: compare their work to artists and evaluate.</b>          Students to complete a written artist response. This will enable students to reflect on both artists in the module, discuss similarities/differences, and explain how their outcomes respond to these. (Literacy focus: 7.WL2, 7.WG4)          Students will set individual targets and peer asses work showing an understanding of how it could be further developed.</p>		<p><b>Success Criteria:</b>          Students will complete an evaluation using key words, ensuring they include comparisons between artists.</p>	



**Develop ideas through investigations, demonstrating critical understanding of sources. Learning Carbon & Polystyrene printing techniques and its place in both traditional and contemporary art.**

Adopting the skills and critical vocabulary encountered in MIXED MEDIA & PRINTING can equip learners to consider creative work in a range of media, forms, genres and styles and enables them to become curious and creative individuals.

<p><b>This half term: Skills, Knowledge and Understanding to be developed:</b>  <b>A02/4 Creative Making &amp; Personal Presentation:</b> Students will be able to use a variety of media and techniques to create line, tone, texture and colour. Students will respond to work of artists in both written and visual form. Students will evaluate the effectiveness of a wide range of artistic <i>techniques</i> in producing meaning. (PS4)  <b>A01 Critical Understanding:</b> Students will know how to experiment with a variety of media to show texture, tone and colour in their own artwork drawing inspiration from the artists studied. Students will effectively evaluate their own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve. (PS4)  <b>A03 Reflective Recording:</b> Students will demonstrate their understanding of various printing techniques and show how line, tone, texture and colour are used to create an effective piece of artwork. <i>Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts. Responding within the expressive arts engages the emotions and the intellect. Response may be a simple sensory reaction to artistic stimulus or a critical analysis of creative work. The ability to reflect is deepened as learners increase their knowledge and understanding of how and why creative work is developed and produced.</i> Students will apply knowledge and understanding of context when evaluating their own creative work and creative work by other people and from other places and times. (PS4)</p> <p><b>Four Purposes: To become ambitious, capable learners, ready to learn throughout their lives</b></p>		<p><b>Key Terms:</b>          Tone          Texture          Mark making          Printmaking          Block print          Brusho          Natural forms          Observational drawing</p>	
<p><b>Week 1 - Learning Outcomes:</b>          Students will develop <b>reflective recording</b>: understanding of line, tone, proportion and texture through observational drawings of natural objects.          Observational drawing work: Natural forms</p>		<p><b>Success Criteria</b>          Students will complete an observational drawing from <u>primary sources</u>. Showing use of the full tonal range, accurate line drawing and an understanding of proportion and texture.</p>	<p><b>Homework</b>  <b>Reflective Recording:</b>          Observational drawing, biro/pencil of natural from (plant/leaf) students must use the full tonal range and could include mark making.</p>
<p><b>Week 2&amp;3 - Learning Outcomes:</b>          Students will be able to develop their <b>creative making</b>: complete repeat patterns using drawings from last lesson.          Drawing exercise: Students will demonstrate an understanding of markmaking and scale. Using observational drawings from last lesson students will produce a repeat Poly- print demonstrating an understanding of this printing technique and pattern.</p>		<p><b>Success Criteria</b>          Students will understand how to use carbon print method to create a repeat pattern from observational drawing.</p>	<div style="border: 2px solid red; padding: 10px; text-align: center; width: 60px; margin: auto;">Grade</div>
<p><b>Week 4 - Learning Outcomes:</b>          Students will develop <b>critical understanding</b> of Emma Dibben/Angie Lewin's work:          Students will demonstrate an understanding of the artist work and respond to inspire their own outcomes.          Students will be able to develop their literacy skills and understanding of how to respond to the artist Emma Dibben/Angie Lewin's work          1. Through the written task student will learn key terms and correct sentence structure. Enhancing reflective recording skills, they will use relevant language to evaluate and respond to work completed. (Literacy focus: 7.WM1, 7.WS4, 7.WS1, 7.WL2, 7.WG4)          2. Using their drawings from previous weeks and new understanding of Emma Dibben/Angie Lewin's approach to natural forms, students will etch a design into an A5 polystyrene sheet.</p>	<div style="border: 2px solid blue; padding: 5px; text-align: center; width: 60px; margin: auto;">SA /100</div>	<p><b>Success Criteria</b>          Students will show correct use of vocabulary, including subject specific key words and phrases.           Students will be able to visually respond to an artist's work by completing a print design.</p>	
<p><b>Week 5&amp;6 - Learning Outcomes:</b>          Students will be able to develop their <b>creative making</b>: they will know how to complete all stages needed to produce a mixed media poly print.          Print practical:          Students will understand the foam print technique and produce 4 prints ready to work into next lesson. Students can experiment with colour.</p>	<div style="border: 2px solid red; padding: 5px; text-align: center; width: 60px; margin: auto;">Grade</div>	<p><b>Success Criteria:</b>          Students will be able to complete 4 printed outcomes, even in colour and coverage.</p>	<p><b>Homework</b></p>

<p><b>Week 7&amp;8 Learning Outcomes:</b>  <b>Students will develop <u>personal presentation</u> to complete an outcome using a combination of different media and materials.</b>  Students will use collage and watercolour to further develop their print work.  Students to use print from last lesson and work into using a range of media-creatively respond to artists' work.</p>		<p><b>Success Criteria:</b>  SA Using techniques in Brusho, collage, watercolour, fine line etc Students will be able to create a mixed media print.</p>	<p><b>Homework</b></p>
<p><b>Week 9&amp;10 - Learning Outcomes:</b>  <b>Students will understand how to apply <u>critical understanding</u>: compare their work to artists and evaluate.</b>  Students to complete a written artist response. This will enable students to reflect on both artists in the module, discuss similarities/differences, and explain how their outcomes respond to these. (Literacy focus: 7.WL2, 7.WG4)  Students will set individual targets and peer asses work showing an understanding of how it could be further developed.</p>		<p><b>Success Criteria</b>  Students will complete an artist response using key words, ensuring they include comparisons between artists.</p>	<p><b>Homework</b></p>



**Refine work by exploring ideas, selecting and experimenting with appropriate Digital media, techniques and processes: Learning essential design techniques in Photoshop**

Creating Digital STILL LIFE artworks requires learners to develop and demonstrate control of a range of Photoshop skills and an application of knowledge and practices and enables them to become curious and creative individuals.

<p><b>This half term: Skills, Knowledge and Understanding to be developed:</b>  <b>A02/4 Creative Making &amp; Personal Presentation:</b> Students will be able to use the correct Microsoft Office programme to document development and process in Photoshop and understand how to resize, edit and manipulate a digital image in Photoshop. <b>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. By engaging with Still life within Digital art, learners will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. This learning and experience can foster resilience and flexibility to overcome challenges.</b> Learners will confidently consider themselves, others, audience, participants and matters of intellectual property when creating work. (PS4)</p> <p><b>A01 Critical Understanding:</b> Students will know how to experiment with various editing tools in Adobe Photoshop to create an abstract still life image. Students will purposefully use their design skills and apply a range of solutions to clarify and refine final creative ideas. Students will produce, design and share their creative work showing an awareness of artistic intent and of audience. (PS4)</p> <p><b>A03 Reflective Recording:</b> Students will demonstrate their understanding of various digital manipulation processes and complete an annotated Publisher document to support their outcomes. Learners will draw upon their experiences and knowledge to inform and develop strategies to overcome creative challenges with imagination and resilience. (PS4)</p> <p><b>Four Purposes: To become ambitious, capable learners, ready to learn throughout their lives</b></p>		<p><b>Key Terms:</b>          Adobe Photoshop          Microsoft Publisher          Digital Image          Edit &amp; manipulate          Abstract          Still Life          Overlay</p>	
<p><b>Week 1 - Learning Outcomes:</b>  <b>Students will develop <u>reflective recording</u>: understanding digital formats and the correct use of Microsoft Office programmes.</b>          Digital focus: 3.2 Producing: Creating          Understanding which Microsoft Office programmes are appropriate for various outcomes. Discuss Publisher and how to edit images and text on the document. Discuss with students how to use school network, where to save work and in what format etc.</p>		<p><b>Success Criteria</b>          Students will complete a mood board/mind map in Publisher, including image and text to research Abstract Still Life.</p>	<p><b>Homework</b>  <b>Reflective Recording:</b>          Observational drawing, biro/pencil of a piece of fruit, students must use the full tonal range and could include mark making.</p>
<p><b>Week 2 - Learning Outcomes:</b>  <b>Students will be able to develop their <u>creative making</u>:</b>          Students will research 10 various pattern images online and save them as JPEG documents In their PICTURES folder/          Digital focus: 3.1 Searching the Internet: Citizenship &amp; producing. Discuss reliability, respecting others work, advance Searches and planning techniques.</p>		<p><b>Success Criteria</b>          Students will collect 10 pattern images and insert them into a Publisher document in order to annotate each image with descriptive vocabulary.</p>	<div style="border: 2px solid red; padding: 10px; width: 60px; margin: 0 auto;">Grade</div>
<p><b>Week 3&amp;4 - Learning Outcomes:</b>  <b>Students will develop <u>critical understanding, creative making &amp; reflective recording</u>:</b>          Digital focus: 3.2 Producing: Creating          1. Students will learn how to Open a new document to edit in Photoshop; they will know where to find the tool bar and how to SAVE work correctly and in which format.          2. Students will use Publisher to copy screenshots from their digital manipulation in Photoshop and be able to use correct terminology and vocabulary to annotate their systematic process.</p>		<p><b>Success Criteria</b>          Students will produce a series of digital abstract still life outcomes; using JPEG images from last lesson and save them as <b>patterns</b> in Photoshop, they will then <b>overlay</b> these images onto a 3D object.</p>	
<p><b>Week 5 - Learning Outcomes:</b>  <b>Students will be able to develop their <u>creative making</u>:</b>          Digital focus: 3.2, 3.3 Producing: Creating          1. Students will complete a final digital outcome, combining manipulation skills learnt in Photoshop.          2. Students will use Publisher to copy screenshots from their digital manipulation in Photoshop and be able to use correct terminology and vocabulary to annotate their systematic process and evaluate their outcome.</p>	<div style="border: 2px solid red; padding: 5px; width: 60px; margin: 0 auto;">Grade</div> <div style="border: 2px solid blue; padding: 5px; width: 60px; margin: 5px auto;">SA /100</div>	<p><b>Success Criteria</b>          Students will be able to complete a final Digital image that will include; overlaying a <b>pattern</b> onto a 3D object, using the <b>Marquee tool</b> to move/tilt/re-size and layer sections and including 2 <b>Filter</b> effects on the image</p>	

<p><b>Week 6 - Learning Outcomes:</b>  <b>Students will understand how to apply <u>critical understanding</u>: compare their work to artist and evaluate.</b>  Students to complete a written artist response. This will enable students to reflect on how their digital work compares to the artwork of Mindy Newman, discuss similarities/differences. (Literacy focus: 7.WL2, 7.WG4)  Students will set individual targets and peer asses work showing an understanding of how it could be further developed.</p>		<p><b>Success Criteria</b>  Students will complete an artist response using key words, ensuring they include comparisons between artists.</p>	
<p><b>Week 7 - Learning Outcomes:</b>  <b>Students will be able to develop <u>Creative making &amp; personal presentation</u>:</b>  Observational drawing-natural forms still life.  Students will be able to show understanding of tone and show the full tonal range in their work.</p>		<p><b>Success Criteria</b>  Students will show understanding of tone and proportion within drawing assessment.</p>	