

Edward Peake Church of England Middle School



Topic: Drawing Skills

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.

What should I already know?

Students should have a basic knowledge of the 5 Tones of shading, how to apply this to tonal bars and bending bars. In previous years you would have learnt how to evaluate and discuss Artists work, why they did it and their styles. You should have learnt about mark making, colour theory, blending and how an image is laid out.

What will I know by the end of the unit?

- Your 5 tones of shading, Highlight, light, mid tone, dark and very dark.
- How to shade creating these tones, creating tonal bars.
- How to shade following the 'form' of an object.
- How to create 'spatial recession' in a drawing. This will explore the foreground, middle and background of a drawing, to create a sense of depth in a drawing or a painting.
- How to add accurate shadows to a still life.
- Blending, how to create a tone to go from light to dark.
- Developing this skill into an observation drawing (drawing from real life).
- Developing the drawing skills into a Monoprint.
- Looking at the work of Lisa Milroy as inspiration for her unusual layouts of paintings and drawings for our monoprinting.

Vocabulary

Tones	areas that create lights and darks
Shading	the darkening or colouring of a drawing.
Blending	mixing and combining colours or tones together
Composition	how the objects are laid out and put together on the page (layout)
Form	the shape of the object
Stippling	use of dots to create an image or tones.
Crosshatch	overlapping and layers of lines to create tones
Spatial recession	creating depth in a drawing, foreground, middle ground and background
Horizon Line	is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or delineate where the sky meets the ground
Monoprint	a print that can only be created once. Mono = one (mono/one print)

Topic: Drawing Skills

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.

Example of Giorgio Morandi drawings and Lisa Milroy's painting



Key Information

- 5 tones: Highlight, Light, Mid tone, Dark & Very Dark
- How to create these using a drawing pencil (2B)
- Looking at Giorgio Morandi's composition, tones, and inspirations.
- Focusing on how to follow form when shading to create a 3D Object.
- How to create monoprints showing tones and form.

Investigate/Homework tasks

Extra home activities:

- Practice your 5 tones, using your pencil to create the different shades.
- practice creating a sphere using your 5 tones and following form
- Set up a still life, using your fruit bowl at home and practice a mini still life showing 5 tones. Don't forget your shadows!

Artists: Extra artists for inspiration

- Leonardo Da Vinci
- Adonna Khare
- Giorgio Morandi

Key skills/Timeline/Topic Questions

**Topic: Drawing Skills****Year: 8****NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.**

Note: KS3 have double lessons; 1 lesson = 2 hours.

Lesson 1: Introduction to Giorgio Morandi. Discussion and written tasks. Drawing skills tasks looking at the 5 tones, and creating tonal bars inspired by Morandi.

Lesson 2: Exploring what FORM means in drawing, what an impact it has on creating 3D elements. Exploring Spatial recession and how composition affects your drawings.

Lesson 3: Monoprint exploration, practice techniques, teacher demonstrations, targets and challenges for students during their practical. Class evaluations, discussion and supported by written evaluations to end the unit.



Topic: Cubism

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.

What should I already know?

Students should have a basic knowledge of the 5 Tones of shading, how to apply this to tonal bars and bending bars and still life work. How you use spatial recession and positioning of the objects to create a drawing. Year 8's have learnt how to evaluate and discuss Artists work, why they did it and their styles.

What will I know by the end of the unit?

- About Cubism, how cubism is created and what key points make a cubist image.
- Cubist artists, Pablo Picasso, Paul Cezanne and Georges Braque.
- How to create a cubist image using drawing techniques and photography skills.
- How to compose a cubist image using different angles and viewpoints.
- The challenges of creating a cubist image.

Vocabulary

Cubism	an early 20th-century style and movement in art, especially painting, in which perspective with a single viewpoint was abandoned and use was made of simple geometric shapes, interlocking planes, and, later, collage.
Viewpoints	the position of the subject to the viewer.
Angles	the space between two intersecting lines or surfaces at or close to the point where they meet.
Photography	the art or practice of taking and processing photographs.
Tones	areas that create lights and darks
Composition	how the objects are laid out and put together on the page (layout)
Spatial recession	creating depth in a drawing, foreground, middle ground and background
Analytical Cubism	the subject is broken down into flattened planes and sharp angles.
Synthetic Cubism	the subject is reduced to simple shapes that are built upon each other - literally. Synthetic Cubism wasn't limited to painting but also included collage.

Topic: Cubism

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.

(Left) Examples of Analytical & Synthetic Cubism. (Right) Our interpretation and recreation of Cubism through Photography.



Key Information

- Cubism was a revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque. They brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted
- Cubism was partly influenced by the late work of artist Paul Cezanne in which he can be seen to be painting things from slightly different points of view. Picasso was also inspired by African tribal masks which are highly stylised, or non-naturalistic, but nevertheless present a vivid human image. 'A head', said Picasso, 'is a matter of eyes, nose, mouth, which can be distributed in any way you like'.
- By breaking objects and figures down into distinct areas – the artists aimed to show different viewpoints at the same time and within the same space and so suggest their three dimensional form. In doing so they also emphasized the two-dimensional flatness of the canvas instead of creating the illusion of depth.
- Analytical cubism = more severe and are made up of an interweaving of planes and lines in muted tones of blacks, greys and ochres.
- Synthetic cubism is the later phase of cubism, simpler shapes and brighter colours. Included collaged real elements such as newspapers and real objects

Investigate/Homework tasks

Websites:

<https://www.tate.org.uk/art/art-terms/c/cubism>

Key skills/Timeline/Topic Questions

Note: KS3 have double lessons; 1 lesson = 2 hours.

Lesson 1: What is Cubism? Mindmap of facts about cubism and what it is. Drawing activities involving drawing different viewpoints as a class and individually.

Lesson 2: Section copy and enlarging of Pablo Picasso 'Table in Cafe'. Photography activity, setting up still life and pair work photographing viewpoints and angles.

Lesson 3: Composing a cubist image, using sheet music and images to create a collage of images. Evaluate, design and review.



Topic: Self Portraits

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.

What should I already know?

This project leads on from the cubism unit where they have been looking at broken up images. Students should be able to make links between previous colour theory and knowledge, as well as the broken up images to link to the portraits. In year 5 they would have studied Rembrandt, a more traditional artist and learnt the difference between portrait and self portrait.

What will I know by the end of the unit?

- About the artist Chuck Close
- How artists with disabilities overcome their challenges
- How to trace and transfer an image
- how to create a pixelated image (portrait)
- painting techniques and skills, including mixing of colours.
- How to mix and make skin tone.

Vocabulary

Portrait	A painting of a person, normally their face.
Self portrait	A painting the artist completes of themselves.
pixelated	divide (an image) into pixels, typically for display or storage in a digital format. display an image of (someone or something) on television as a small number of large pixels, typically in order to disguise someone's identity.
trace	
transfer	
colour mixing	

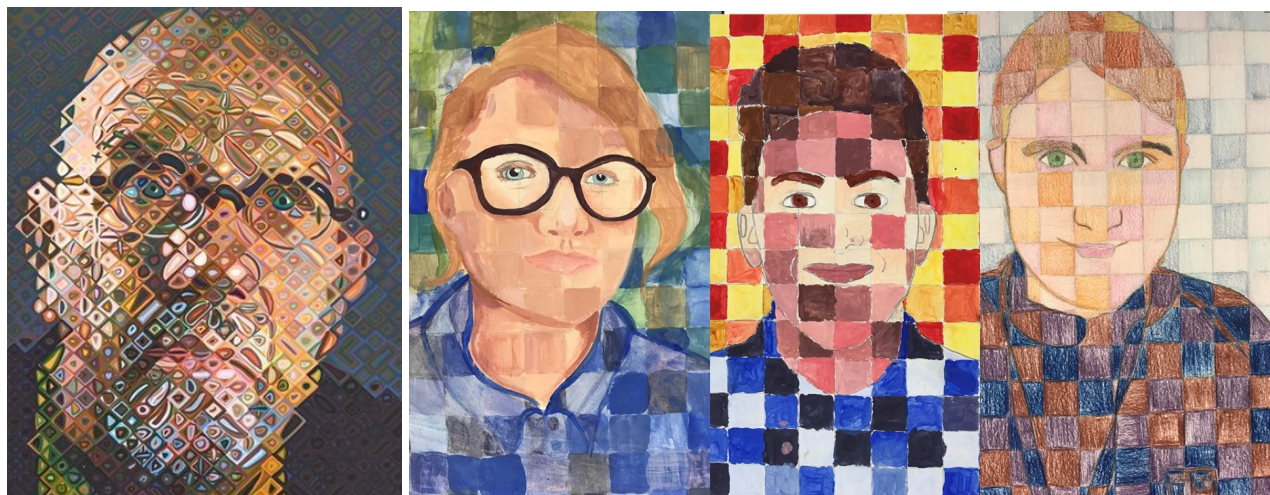


Topic: Self Portraits

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.

Chuck Close portrait (2017) and student self portrait recreations.



Key Information

- Chuck Close is a portrait artist and is currently still making work.
- He has a visual impairment called face blindness, it means he cannot see features on the face clearly.
- He was paralysed from the waist down due to spinal artery collapse, he is now wheel chair bound.

Investigate/Homework tasks

His website

<http://chuckclose.com/>

YOUTUBE

Chuck close - letter to his younger self

<https://www.youtube.com/watch?v=milXH-433vs>

Key skills/Timeline/Topic Questions

Lesson 1 - 2: how to draw the proportions of the face (photographs taken for portrait)

Lesson 3-4: Tracing, transferring and creating a grid for our self portrait

Lesson 5-6: painting skills, colour mixing and creating our self portrait.



Topic: Pop Art

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.

What should I already know?

This project leads on from the cubism unit where they have been looking at broken up images. Students should be able to make links between previous colour theory and knowledge, as well as the broken up images to link to the portraits. In year 5 they would have studied Rembrandt, a more traditional artist and learnt the difference between portrait and self portrait. Their previous unit they would have been introduced to a modern artist who creates portraits using blocks of colour. Students would have completed section copies and enlarging in 2 previous units within year 8, how to enlarge and accurately take an image and draw it.

What will I know by the end of the unit?

- What Pop Art is, the influence it had on the modern day art scene.
- How Pop Artists use colours, complimentary colours and bold designs.

Vocabulary

Pop Art	art based on modern popular culture and the mass media, especially as a critical or ironic comment on traditional fine art values.
section copy	to take a section of an image or an object
enlarging	make or become larger
colour theory	the understanding of colours in the colour wheel, eg. primary, secondary etc.
complimentary colours	The colour opposite another on the colour wheel. The two colours are said to stand out against each other and complement the other.

Topic: Pop Art

Year: 8

NC Strand: media exploration, analyse, evaluate, historical, techniques and observations.



Key Information

- Pop art originated in Britain in the 1950s and 1960s, thus being one of the most modern artistic movements.
- Pop Art is a style of art which explores the everyday imagery that is so much a part of contemporary consumer culture. Common sources of imagery include advertisements, consumer product packaging, celebrity photographs, and comic strips.
- Leading Pop artists include Andy Warhol, Robert Rauschenberg, Roy Lichtenstein, and Richard Hamilton.

Investigate/Homework tasks

Tate Kids

<https://www.youtube.com/watch?v=DhEyoDCTSDQ>

Key skills/Timeline/Topic Questions

Lesson 1 - Introduction to Pop Art and artists. How it was an influential movement in the Art scene. Exploring and revisiting previous knowledge of colour theory.

Lesson 2 - Section copy and enlarging, students will have aims and targets to have to create their Pop Art and cubist piece of work.

Lesson 3 - Continuation with their section copies and enlarging, applying colour to their designs. Cutting up and assembling their pieces together.