

| Assessment Foci for the Scheme:  |  |   |  | Opportunities for Formative Assessments:      |   | Summative Assessment:  |  |   |
|--|--|---|--|---|---|--|--|---|
| Basic key grid drawing and measuring skills<br>Using the grid system understanding about re-sizing |  |   |  | Growth tasks<br>observational drawing         |   | Final outcome<br>Evaluation  |  |   |
| Lesson   | AO/AF  | Learning Objective(s)   | Outcome(s)   | Lit/ Num                                      | Suggested Activities  | Differentiation and Resources  | Assessment Strategies                                  | Homework  |
| 1  | Intro and Baseline assessment                                      | To be able to develop knowledge on the project and complete a baseline test | Blue-Basic knowledge of the project involves and a basic idea of what the title will look like Level 2-3<br>Yellow-good understanding of what the project involves and has starter on their baseline assessment. Level 3-4<br>Green- deep understanding of expectation of the course and outstanding participation within the lesson as well as strong design skills show in developing a baseline assessment. Level 5-6   | Keywords<br>Course info<br>Title<br>Baseline  | Do Now: three questions on baseline knowledge<br>Starter- demo on activity.<br>Main- be able to develop knowledge of course and development baseline assessment<br>Plenary- self assessment- what went well and even better if.   | Different examples of levelled work<br><br>PowerPoint<br>Past examples | Self-assessment<br>Group assessment                    | KO's  |
| 2  | Reading task: 'Explanation of grid drawing and why artists use it' | To be able to develop reading skills and understand why we use a grid       | Blue-Basic knowledge how to develop a title page and a basic idea how to use light and dark mark to create shading. Basic understanding developed from read task of grids. Level 2-3<br>Yellow-good understanding of what is involved in a title page I. Good understanding developed from read task, good outcomes from peer assessment Level 3-4<br>Green- deep understanding of how to creatively develop their title page and outstanding participation within the lesson as well as strong design skills show in developing a piece of work. Excellent understanding developed from read task, strong outcomes from peer assessment showing a deep understanding of the artist work.. Level 5-6 | Keywords<br>Grid<br>Measurement<br>proportion | Do Now: three questions on KO's knowledge<br>Starter- Students will be given a set of text which will need to read and demonstrate that they understand the information by way of answering a set of questions which will be peer assessed<br>Main- – To be able to develop grid drawing for title page<br>Plenary- peer assessment- what went well and even better if. | Different examples of levelled work<br><br>PowerPoint<br>Past examples | Self-assessment<br>Group assessment<br>Peer assessment | Title page<br>Reading task extension homework<br>students will have recap questions on the following two lessons as a Do Now Task |

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| 3 | Development of grid drawing for title page | To be able to develop grid drawing for title page               | <p>Blue-Basic knowledge of mark making and a basic idea how to use light and dark mark to create shading Level 2-3</p> <p>Yellow-good understanding of what mark making involves and has starter on their shade skills to a good level. Level 3-4</p> <p>Green- deep understanding of how to creatively develop their mark making skills and outstanding participation within the lesson as well as strong design skills show in developing a piece of work. Level 5-6</p>                        | Keywords<br>Grid<br>Measurement<br>proportion         | <p>Do Now: three questions on KO's knowledge</p> <p>Starter- demo on activity.</p> <p>Main- – To be able to develop grid drawing for title page</p> <p>Plenary- peer assessment- what went well and even better if..</p>          | Different examples of levelled work<br><br>PowerPoint<br>Past examples | Self-assessment<br>Group assessment<br>Peer assessment | KO's                 |
| 4 | Growth Task                                | To be able to Complete growth task                              | <p>Blue-Basic knowledge of drawing using rules of proportions and a basic idea how to use the grid system to develop proportion knowledge Level 2-3</p> <p>Yellow-good understanding of how to develop knowledge on rules of proportion and what skills are involved. Level 3-4</p> <p>Green- deep understanding of how to use the rules of mixing and blending and outstanding participation within the lesson as well as strong refine skills show in developing a piece of work. Level 5-6</p> | Keywords<br>Grid<br>Proportion<br>Measurements        | <p>Do Now: three questions on KO's knowledge</p> <p>Starter- demo on activity.</p> <p>Main– To be able to Complete growth task</p> <p>Plenary- peer assessment- what went well and even better if.</p>                            | Different examples of levelled work<br><br>PowerPoint<br>Past examples | Self-assessment<br>Group assessment<br>Peer assessment | Knowledge organizers |
| 5 | Frog enlargement grid drawing assessment   | To be able to enlarge a drawing of a frog using the grid system | <p>Blue-Basic knowledge of drawing using rules of proportions and a basic idea how to use the grid system Level 2-3</p> <p>Yellow-good understanding of how to develop knowledge on rules of proportion and the grid system and what skills are involved. Level 3-4</p> <p>Green- deep understanding of how to use the rules of proportion effectively and outstanding participation within the lesson as well as strong refine skills show in developing a piece of work. Level 5-6</p>          | Keywords<br>Grid<br>Proportion<br>Measurements        | <p>Do Now: three questions on KO's knowledge</p> <p>Starter- demo on activity.</p> <p>Main– to be able to enlarge a drawing of a frog using skills learnt</p> <p>Plenary- peer assessment- what went well and even better if.</p> | Different examples of levelled work<br><br>PowerPoint<br>Past examples | Self-assessment<br>Group assessment<br>Peer assessment | Knowledge organizers |
| 6 | Tone and colour                            | To be able to learn about how add tone                          | <p>Blue-Basic knowledge of drawing using tone and colour skills techniques Level 2-3</p> <p>Yellow-good understanding of how to develop knowledge on tone and colour skills and techniques Level 3-4</p>  | Keywords<br>Shading<br>Tone<br>blending<br>Refinement | <p>Do Now: three questions on KO's knowledge</p> <p>Starter- demo on activity.</p> <p>Main to be able to learn about how add tone and colour</p> <p>Plenary- peer assessment- what went well and even better if.</p>              | Different examples of levelled work<br><br>PowerPoint<br>Past examples | Self-assessment<br>Group assessment<br>Peer assessment | Knowledge organizers |

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|   |   | and colour                                 | Green- deep understanding of how to use the rules of tone effectively and outstanding participation within the lesson as well as strong refine skills show in developing a piece of work. Level 5-6   |  |   |   |  |  |
| 7 | Growth Task<br>On oil pastel  | To be able to Complete growth task         | Blue-Basic knowledge of drawing using rules of proportions and a basic idea how to use light and dark marks to create shading Level 2-3<br>Yellow-good understanding of how to develop knowledge on rules of proportion and what skills are involved. Level 3-4<br>Green- deep understanding of how to use the rules of mixing and blending and outstanding participation within the lesson as well as strong refine skills show in developing a piece of work. Level 5-6   | Keywords<br>Mix and blending<br>Proportion<br>Refinement | Do Now: three questions on KO's knowledge<br>Starter- demo on activity.<br>Main- To be able to Complete growth task<br>Plenary- peer assessment- what went well and even better if.   | Different examples of levelled work<br><br>PowerPoint<br>Past examples                                  | Self-assessment<br>Group assessment<br>Peer assessment | Knowledge organizers   |
| 8 | Japanese art history<br>Reading task<br>Development of Japanese fish painting | To be able to complete reading task        | Blue-Basic drawing developed and a basic level of lesson expectations. Basic understanding developed from read task Level 2-3<br>Yellow-good understanding of what expectations are for the grid drawing using the grid enlargement system to develop a drawing of a fish. Good understanding developed from read task, good outcomes from peer assessment Level 3-4<br>Green- deep understanding of expectation for the grid drawing and outstanding participation within the lesson as well as strong drawing skills show in the development. Excellent understanding developed from read task, strong outcomes from peer assessment showing a deep understanding of the artist work. Level 5-6 | Keywords-<br>Grid<br>Enlargement                         | Do Now: three questions on KO's knowledge<br>Starter- Students will be given a set of text which will need to read and demonstrate that they understand the information by way of answering a set of questions which will be peer assessed.<br>Main- be able to create a Japanese fish students will look at, techniques, images, theme and skills.<br>Plenary- self assessment- what went well and even better if. | Demo<br>1:1 support<br>Examples of artist work<br><br>PowerPoint<br><br>Past examples<br><br>Worksheets | Group assessment                                       | Reading task extension homework students will have recap questions on the following two lessons as a Do Now Task |
| 9 | Japanese fish grid drawing using skill and technique learnt                   | To be able to draw using skill and techniq | Blue-Basic drawing developed and a basic level of lesson expectations Level 2-3<br>Yellow-good understanding of what expectations are for the grid drawing using the grid enlargement system to develop a drawing of a Japanese Fish Level 3-4  | Keywords-<br>Grid<br>Enlargement                         | Do Now: three questions on KO's knowledge<br>Starter- demo on activity.<br>Main- be able to create a Japanese fish. students will look at, techniques, images, theme and skills.<br>Plenary- self assessment- what went well and even better if.  | Demo<br>1:1 support<br>Examples of artist work<br><br>PowerPoint<br><br>Past examples                   | Group assessment                                       | KO's   |

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|    |   | ue learnt   | Green- deep understanding of expectation for the grid drawing and outstanding participation within the lesson as well as strong drawing skills show in the development. Level 5-6  |                                       |   | Worksheets  |  |      |
| 10 | Japanese fish grid drawing using skill and technique learnt           | To be able to draw using skill and technique learnt | Blue-Basic drawing developed and a basic level of lesson expectations Level 2-3<br>Yellow-good understanding of what expectations are for the grid drawing using the grid enlargement system to develop a drawing of a Japanese fish Level 3-4<br>Green- deep understanding of expectation for the grid drawing and outstanding participation within the lesson as well as strong drawing skills show in the development. Level 5-6  | Keywords- Grid Enlargement            | Do Now: three questions on KO's knowledge<br>Starter- demo on activity.<br>Main- be able to create a Japanese fish students will look at, techniques, images, theme and skills.<br>Plenary- self assessment- what went well and even better if.   | Demo<br>1:1 support<br>Examples of artist work<br><br>PowerPoint<br><br>Past examples<br><br>Worksheets | Self-assessment                        | KO's |
| 11 | Growth task lesson  | To be able to complete the growth task              | Blue- basic refinement from growth task Level 2-3<br>Yellow- good standard of skill shown and refinement Good examples development shown Level 3-4<br>Green- outstanding standard of refinement and creative skills used. Outstanding examples of the own images strong design skills being used. Level 4-5  | Keywords: Detail Design Refine Skills | Do Now: three questions on KO's knowledge<br>Starter- demo on activity.<br>Main – growth task<br>Students are to develop their Japanese fish design<br>Plenary- peer assessment   | PowerPoint<br><br>Past examples<br><br>Help sheets.   | Teacher assessment and peer assessment | OK's |
| 12 | Evaluation Reading task: Example of an outstanding year 7 evaluation' | To be able to complete the evaluation template      | Blue –to be able to complete the template to a basic level. Basic understanding developed from read task level 2-3<br>Yellow –developed a deeper understanding of the project as well as original and interesting outcomes. Good understanding developed from read task, good outcomes from peer assessment level 3-4<br>Green- original and knowledgeable written evaluation. Excellent understanding developed from read task, strong outcomes from peer assessment showing a deep understanding of the artist work. level 5-6 | Keywords: Knowledge Skills            | Do Now: three questions on KO's knowledge<br>Starter- Students will have been given a set of text which will need to read and demonstrate that they understand the information by way of answering a set of questions which will be peer assessed.<br>Main – students are to complete their evaluation template based on introduction Japanese fish<br>Plenary- self assessment- what went well and even better if. | Demo<br>teacher and peers<br>Examples of past work<br>Help sheets<br>PowerPoint                         | Teacher Assessment                     |      |

Students will also develop links with local Salford artist – ‘professionals in the classroom program’

Via this contact:

<https://healthwatchsalford.co.uk/news/salford-celebrates-black-history-month-with-an-art-exhibition-at-the-lowry/>

