

Curriculum Overview Templates– Holly Lodge Girls’ College

		Term 1	Term 2	Term 3
	Title	Drawing Skills - 2	Cubism	Detail
Year 8	Curriculum Content	<ul style="list-style-type: none"> <li>• Recapping tonal values</li> <li>• Experimenting with mark-making techniques</li> <li>• Tonal ranges in mark-making</li> <li>• Hatching technique and application</li> <li>• Cross-hatching technique and application</li> <li>• Pointillism technique and application</li> <li>• Continuous line technique and application</li> <li>• Sewing skills</li> <li>• H&amp;S using needles</li> <li>• Artist study: Jean Dubuffet</li> </ul>	<ul style="list-style-type: none"> <li>• Still life drawing</li> <li>• Dissecting still life into geometric shapes</li> <li>• Understanding the importance of perspective</li> <li>• Recap colour symbolism</li> <li>• Application of drawing techniques</li> <li>• Using watercolour painting</li> <li>• Using acetates/polystyrene tiles</li> <li>• Mono-printing</li> <li>• Press printing</li> <li>• Oil pastel and chalk masking</li> <li>• Artist study: Picasso’s Blue and Rose period</li> </ul>	<ul style="list-style-type: none"> <li>• What is detail?</li> <li>• Drawing from a primary source</li> <li>• Simplification of object/shapes</li> <li>• Using a view finder</li> <li>• Recapping the Design Development Cycle</li> <li>• Numeracy and Art</li> <li>• Scaling up and scaling down</li> <li>• Repeating pattern for design development</li> <li>• Experimentation with colour combinations</li> <li>• Reflecting and annotating ideas</li> <li>• Using inverse silhouettes of objects</li> <li>• Application to everyday items</li> </ul>
	Assessment	<p>When reviewing work for these SOLs: Teacher judgement regarding aptitude, participation and engagement:</p> <p>1= Consistently and confidently selects and combines all skills, techniques and ideas, and independently applies, reflects and refines their learning.</p> <p>2= Frequently demonstrates skills, techniques and ideas, and demonstrates resilience in applying, reflecting and refining their learning.</p>		

		<p>3= Occasionally demonstrates skills, techniques and ideas and has some confidence during application, but requires teacher encouragement to fully engage with refining work and/or new learning.</p> <p>4= Inconsistently demonstrates basic skills, techniques and ideas and shows limited resilience and confidence during application.</p>
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