

Year 7 Art & Design

Terms 5 & 6: Oceans and Sea Life

Name:

Class:



What will you have learnt by the end of TERM 6?

The National Curriculum programme of study states that students should ***"know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."***

As a continuation, students learn how to use different drawing techniques and explore 2D and 3D media. Students will learn a range of skills to enable them to reproduce drawings and studies of ocean and sea life.

Students will investigate the works of 2D artists **Duncan Cameron** and **Vincent Scarpace** and will investigate working with clay to produce a ceramic tile. They will continue to investigate and deepen their understanding of the artistic formal elements and other artistic vocabulary to enable them to discuss the work of others with a growing confidence. They will use this vocabulary to help them to analyse and evaluate their own work.

The Subjects

At KS3, students will study one "Art and Design" lesson once per week. Art and Design modules will include fine art, graphics and art. craft and design schemes of learning with a view to introduce students to a broad variety of visual literacy skills and knowledge. Terms 5 and 6 will focus on Art, Craft and Design.

Assessment

As all subjects within the Art, Design and Technology faculty are predominantly practical, assessment and verbal feedback is an essential aspect of most lessons- this may be teacher led, peer or self-assessment.

At the end of each module, each student will be given grades based upon the work they have completed in addition to an Attitude to Learning grade.

Resources

<https://www.accessart.org.uk/making-a-simple-folded-sketchbook/>

Pollution articles for homework:

<https://www.marineconservation.org.au/10-of-the-most-dangerous-plastic-products-polluting-our-oceans/>

<https://www.nrdc.org/stories/ocean-pollution-dirty-facts>

<https://friendsoftheearth.uk/plastics>

<https://friendsoftheearth.uk/plastics/microfibres-plastic-in-our-clothes>

Further resources:

<https://www.britishmuseum.org/blog/great-wave-spot-difference>

<https://www.youtube.com/watch?v=eWR1Z-SPKhg> (drawing on different surfaces)

Oceans and Sea Life Knowledge Organiser

| Key Skills | | Key Vocabulary | |
|--|-------------------|-------------------|--|
| Analysing the work of others using key vocabulary | | Contour line | A contour line describes the outline of an object as well as the interior structure without the use of shading |
| Exploring the technical properties of multi-media | | Contour shading | Contour shading is similar to hatching and cross-hatching. The difference is the lines are curved to follow the contours of the object |
| Understanding how to use acrylic paints | | Descriptive lines | These tell us more about the detail of a subject. The shape will look more realistic and three-dimensional by showing light, shading and texture |
| Designing and creating clay tiles | | Hatching | An artistic technique used to create tonal or shading effects by using close, parallel lines |
| How to evaluate your own work | | Cross hatching | Is a shading technique where artists draw parallel lines that cross over each other at angles to create tonal values and texture |
| Health and Safety | | Tonal values | How light or dark a colour or shade is. Low value = dark, high value = light |
| Use equipment with care and diligence | | | |
| Move around the classroom environment with awareness of others | | | |
| Behave appropriately in accordance with the class and school rules | | | |
| Materials used in Terms 5 & 6: | | | |
| Pencil | Multi-media | | |
| Colour pencils | Acrylic Paint | | |
| Clay | Watercolour Paint | | |

FORMAL ELEMENTS WORD BANK

| LINE | SHAPE/SPACE /FORM | PATTERN | TEXTURE | COLOUR | -tone | COMPOSITION |
|---|---|--|--|---|---|---|
| Fluent, free, rough, controlled, powerful, strong, geometric, angular, straight, curved, long, length, rhythm, movement, short, wavy, light, delicate, flowing, simple, thick, bold, thin, horizontal, vertical, diagonal, undulating, continuous, solid, parallel, swift, sure, broken, interrupted, rounded, overlapping, feint | closed, open, distorted, flat, organic, deep, angular, bulbous, symmetrical, asymmetrical, cuboid, square, forked, geometric, regular, tapering, sweeping, coiled, twisted, solid, sinuous, rounded, proportioned, height, width, depth, perspective, silhouette, mass, positive, negative, curvaceous, elongated, large, small, 2D, 3D | Broken, chequered, criss-cross, even, repeating, repetition, uniform, irregular, grid, symmetrical, ornate, linear, simple, radial, spaced, spotted, dappled, well-balanced, tessellated, striped, geometrical, busy, complex, intricate | Soft, smooth, coarse, rough, bumpy, uneven, spiky, broken, furry, fine, grainy, ridged, glossy, fluffy, hard, tactile, decorative, raised, scratched, shiny, prickly, jagged, flat, pitted | Warm, cool, cold, light, dark, solid, transparent, bright, dull, deep, monochromatic, realistic, abstract, harmonious, complementary, blend, contrasting, glowing, intense, luminous, mixed, opaque, pale, pastel, pure, hue, discordant, secondary, primary, tertiary, neutral, vibrant, translucent, earthy, bold, vibrant, subtle, brash, bleached, flamboyant, sombre | Light, medium, dark, shadow, shade, value, highlight, subtle, muted, contrasting, dramatic, strong, tint, graduated, varied, soft, harsh, mid-tone, bright, faded, intense, sombre, grey, powerful, feint, large, small | foreground, background, mid-ground, complex, confused, distance, eye-line, perspective, focus, form, near, proportion, scale, shape, symmetry, rule of thirds, golden ratio, point of view, balance, emphasis |

Art and Design Homework Terms 5 and 6

Year 7 Art

| Homework | Due Date: |
|--|---|
| <p>For Terms 5 and 6 you will be expected to complete the pages of your 'zine' made during lesson 1 relating to the topic 'Oceans and Sea Life.' This is an ongoing homework which will include two essential tasks and then will include a list of other tasks which students can choose from. Students will be required to bring their 'zines' into school on the check-in due dates to the right and then submit the whole artefact for the final deadline.</p> <p>Housepoints will be awarded for the best effort and best overall submissions.</p> <p>Essential Pages:</p> <ol style="list-style-type: none"> 1. Finish the front cover of your zine 2. Read one of the articles on plastic pollution. Create a mini fact file on one cause and display information and an illustration to present your findings over 2 pages of your zine. <p>Optional Pages (choose 4 to complete the rest of your 'zine.' Images must relate to the ocean or sea life.</p> <ul style="list-style-type: none"> • Pencil line drawing of a sea creature, shell, anemone, coral or plant • Pencil shaded drawing of sea creature, shell, anemone, coral or plant • A drawing of a mythical being or object relating to the sea • An illustration of part of a shipwreck or sunken treasure • Words written using different lettering styles relating to the ocean: fill the page • Colour pencil study of a sea creature • A painting of an underwater scene of your choice • A drawing or painting of Hokusia's 'Great Wave' • Stick down a piece of a colour plastic bag / packaging and draw a sea creature on top of this in biro. Try to add detail or shading • A collage of a sea creature or underwater scene • Stick down either ripped paper or fabric and produce a drawing on top of it in a medium of your choice (eg pen, paint, pencil, colour pencil etc.) • A simple pattern border using sea life as inspiration for your design • The word OCEAN in bubble writing with different images of sea life drawn within the letters | <p>Week beginning:</p> <p>The first week in July (see class charts for specific date)</p> |

Visual Resources for Homework 1



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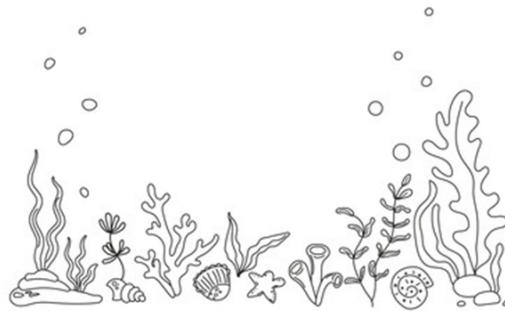
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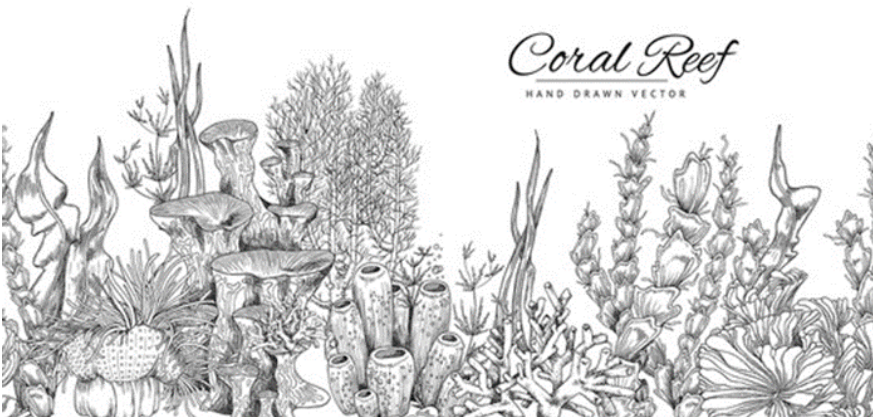
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HAND DRAWN VECTOR



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Resources for Homework 2

Plastic Pollution in the Ocean Know the Facts!

Scientists estimate that 9 out of 10 seabirds have plastic in their stomachs.

Scientists estimate it will take 100 years for a plastic can holder to break up into four pieces in the ocean.

Around the world, 11 million tonnes of plastic enters the ocean each year. That's the same as a dumpster load of rubbish every minute of every day!

In the UK we use 38.5 million single-use plastic bottles each day. About 10 million of these are littered, go into landfill or are incinerated (burned).

A plastic bag will take up to 20 years to break up in the ocean.

Animals eat plastic, often thinking they are food.

Every day, 700,000 plastic drink containers are littered in the UK.

The TOP 10 items washed up on British beaches are:

1. Plastic rope and fishing nets
2. Tiny pieces of plastic or foam
3. Plastic food wrappers
4. Plastic bags
5. Plastic bottles
6. Fishing lure and lines
7. Caps from bottles and other containers
8. Pieces of fabric
9. Other plastic containers
10. Straws

Items that are flushed down the toilet can end up in the ocean. Remember the three P's! Only **P**lastic, **P**aper and **P**aper should ever be flushed down the toilet.

Can you tell which is a plastic bag and which one isn't? A little can!

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www.rubytuesdaybooks.com/scienceKS1



Powerful Plastic Facts

- 50 years ago, we used 20 times less plastic than today.
- The amount of plastic that humans use every year weighs the same as 30 million elephants.
- Most types of plastics are man-made.
- There are many types of plastic.
- Many are made from oil.
- On average, each Australian will use about 60kg of plastic packaging a year.
- One plastic bottle takes roughly 450 years to break down.
- Plastic bags are killing over 100,000 marine animals and birds every year.
- Every hour, Australians dump 429,000 plastic bags into landfill. That is 1,150 bags every minute!
- A 60W light bulb can be powered for 6 hours by recycling just one plastic bottle.
- Only 3% of plastic bags are recycled worldwide.

Recycled plastic can be used to make:

| | | | |
|----------------|--------|------------|-----------------|
| plastic lumber | fleece | bin liners | plastic bottles |
| | | | |

Read through one of the articles from the resources websites at the front of the knowledge organiser. Consider the impact rubbish in its various forms has on the oceans, marine life and the ecosystem... make rough notes and/or mind-maps identifying key themes on the page to the right.

Present your research and a supporting drawing as a mini fact file in your 'zine.'

