Art

Year 7 - Unit 1 - Rocket project

Year group : 7	Subject: Rocket project
Prior learning- linked to National curriculum	Drawing skills in planning, composition, proportion, scale, symmetry, shading and drawing from secondary sources.
Rationale	Throughout the project, students are learning how to create a symmetrical drawing, using mathematical skills. They are working from secondary sources of rockets, spaceships and chrome household objects to create a design for a rocket. The main objective is to learn how to apply directional shading to a design to make it appear 3-dimensional. They will be learning how to effectively plan a design, how to shade; applying highlights and lowlights. Previously, the students learnt about tonal values using pencils; they will be applying their knowledge and understanding of shading to develop the tonal values in their rocket designs. They will be using images of artist's work from Star Wars and contemporary sci-fi graphic designers to inform their design (details) and will be learning how graphic designers work within a brief, using computer-aided design software.
Vocabulary:	**Keywords :** Composition, light mapping, symmetry, scale, proportion, tonal values, surface, texture, shading, highlights, lowlights, directional shading, details, CGI, edit, layers, depth, perspective.
Cultural Capital:	Students will be learning about the designers and artists behind groundbreaking movies like Star Wars and the first examples of sci-fi movies as well as contemporary graphic designers and how they use various techniques to achieve dramatic and futuristic artworks.
SEND Adaptions	Include SENDSational 6 Introducing SENDsational 6
Key assessments- name the assessments	Assessment 1: Creating a tonal design of a rocket. Assessment 2: contextual research on James Clyne.
What do children know/ can do now (EDSM)	Emerging: Students are able to create a design for a rocket using a basic range of secondary sources. They will have started to apply some shading to some areas, using a limited range of tonal values. They will be able to apply some limited key terms to describe the work of James Clyne.

	<u>Developing:</u> Students are able to create a design for a rocket using a range of secondary sources. They will have mostly created a symmetrical design using some measuring skills. They will have started to apply some directional shading to their design, using a range of tonal values. They will be able to apply some key terms to describe the work of James Clyne, beginning to develop their own personal response to his designs. They are able to begin to identify some strengths and areas for improvement. <u>Securing:</u> Students are able to create a design for a rocket using a wide range of secondary sources. They will have applied skills in measuring to create a symmetrical design, adding some interesting details to add a sense of realism. They will have applied directional shading to their design, in appropriate areas, effectively using a wide range of tonal values. They will be able to apply a range of key terms to describe the work of James Clyne, describing their own personal response to his designs, considering his use of perspective, scale and lighting. They are able to identify key areas for improvements as their design develops, informed by the success criteria on the feedback forms. <u>Mastering:</u> Students are able to create a highly effective design for a rocket using a wide range of secondary sources. They will have applied accurate skills in measuring to create a symmetrical design, adding interesting and complex details to add a sense of realism. They will have applied directional shading to their design, in appropriate areas, effectively using a wide range of tonal values. They will also add fine details using the materials and equipment with a high level of skill and confidence. Students will be able to critically analyse the art work of James Clyne confidently using key terms. They will be able to describe their own personal response to his designs, considering his use of perspective, scale and lighting. They are also able to critically analyse their own progress and skills towards the creation of a highly successful final piece, effectively using the success criteria to drive their improvements.