

Within each SoW, leaders have thought carefully about the explicit deconstruction of skills that build with increasing complexity to formative and summative assessments – dedicating time for students to ‘analyse and evaluate their own work, and that of others, in order to strengthen the visual impact of their work.’ One such example of this is from term 1 when students are introduced to ‘Line’ as one of the formal elements and are guided through the creation of ‘continuous’, ‘contour’ and ‘emotive’ line drawing – see below.

Formal Elements Lesson 1: Line

What is a continuous line drawing?



A continuous line drawing is created using one continuous line with no breaks. It is made by not taking the pen or pencil off of the page.

Try to copy either of these two images using a continuous line. You MUST NOT take your pencil off the page. Complete this task in box 2. You have 5 minutes.

Line	
	Box 2

Formal Elements Lesson 1: Line

Write a creative title – LINE at the top of your page. Underneath, divide your page into four sections (in half each way).

Box 1: In this box you are going to draw a range of different line styles, based on the video you have just watched. Think about what you have seen. How can you show the following:

EMOTIVE QUALITIES OF LINE

- Direction
- Rhythm
- Angularity
- Weight
- Style



Line	
Box 1	

You have 10 minutes to complete this task!

Formal Elements Lesson 1: Line

CONTOUR LINE

A contour line defines the outline of a form, as well as interior structure, without the use of shading.



In the box 3, create a series of contour lines, altering the distance and curves between them. Use the image on the left to help you.

Try to change the thickness and direction of the lines if you can. 7 minutes!

Line	
	Box 3

Formal Elements Lesson 1: Line



Artist: Michael Craig Martin

Michael Craig Martin is an Irish artist who creates artworks that depict simple objects using bold colours. Line is a key factor of Michael Craig Martin's work and is used to capture the clear outline.

Line	
	Box 4

Task: Copy one of these images into the fourth box on your page. Add colour using colouring pencils.(10 minutes)

This explicit instruction and deconstruction of skills further demonstrates leaders' appreciation of the need to plan a curriculum around ‘composites’ and ‘components’. For example, whilst the SoW might include the overarching end point to ‘know how to paint effectively with colour’, leaders have clearly 13 thoughts about the granular ‘components’ that students need to demonstrate these ‘composite’ skills. For example, in order to ‘know how to paint effectively with colour’, students must:

- Understand basic colour theory
- Know about the effects / properties of different painting media
- Know about different paint effects e.g. stippling, layering
- Understand and use key art-related resources

Students are exposed to a range of artists, designers, periods, and styles that enrich their appreciation of the subject and allow them to express ‘judgements that can inform their own work’ such as the example of Michael Martin on the previous page. Regular low-stakes testing, and retrieval practice supports students in committing this core knowledge to long-term memory.