

YEAR 8 Scheme of Work Art & Design

Rationale:

In Year 8 the students are to revisit and develop their pre-existing skills of mark making to create texture and shapes, how to apply tone to create form, colour theory and how to apply colour accurately to produce creative graphical patterns.

In Year 8 the students are to revisit materials learnt in Year 7 whilst learning 2-3 new materials per term to enable them to learn how to use a wide range of materials, techniques and processes.

Each activity is to act as a self-assessment process for each child to discover which materials they prefer to use whilst the teacher uses each task as a diagnostic tool to determine the level of each pupil over the year. This will be determined by observing how the pupils recreate insects, still life and create a piece of work inspired by other cultures. The students are to use a wide range of media, techniques and processes whilst showing greater connections with the artists.

Intent	Implementation	Impact
<p>The intent of Year 8 is to revisit materials, techniques, processes and skills taught in Year 7 and then introduce them to new media, techniques and processes to enable the students to develop and refine their use of a wide range of materials, techniques and processes to create mark making, tone and colour in creative ways to make their work look more creative, three dimensional and ultimately visually appealing.</p> <p>Throughout Year 8 they are to develop their use of materials, techniques and processes to improve knowledge and understanding of how to use expressive mark making, different ways of creating tone and understand colour theory and how to apply colour with a greater degree of accurately.</p> <p>It is also our intent for them to develop their understanding of how Artists, Designers and/or Craftspeople develop their work using a range of materials techniques and processes and how they can work in the style of the practitioners they have studied.</p> <p>The Intent of the Scheme of Works in Year 8 is to make them more competent, innovative and creative to enable them to progress into Year 9.</p>	<p>The schemes of Work in Year 8 will be implemented through teacher demonstrations the students will learn how to handle and use a range of materials, techniques and processes to create marks, tone and colour to produce work to a better quality.</p> <p>The students will be reminded how to analyse an Artists, Designers or Craftspeople's work and how to evaluate their own work to improve their own attainment. In year 8 they will become more analytical about the work of others</p> <p>The students will be shown how to design how to become more independent and creative in their ideas whilst working in the style of the Artists / Designers / Craftspeople they have been introduced to.</p>	<p>Used a wide range of materials, techniques and process to produce a range of mark making techniques to create a creative representation of an insect inspired by Rosalind Monks, Lucy Arnold, Kelly Stanford or Christopher Marley. They will have produced a wide range of tonal values to create a personal still life inspired by the work of Kyle Leonard, Paul Stowe, JesterCat, or Vincent Van Gogh. They will be introduced to a very wide range of cultures which includes: Celtic knots, Japanese Patterns, Maori patterns, Islamic patterns, Aztec Patterns, Mayan patterns and African patterns They will then produce a creative pattern inspired by at least one of the cultures studied.</p> <p>The final pieces are to include a wide variety of materials, techniques and processes to achieve individual and creative pieces.</p>

Autumn Term 1 & 2	Spring Term 1 & 2	Summer Term 1 & 2
<p>Title:</p> <ul style="list-style-type: none"> • Minibeasts <p>Formal Element:</p> <ul style="list-style-type: none"> • Line, Texture and Shape <p>Drawing:</p> <ul style="list-style-type: none"> • Pencil Crayon • Fibre tip pens <p>Techniques:</p> <ul style="list-style-type: none"> • Mark making (continuous, broken, loops, dots / stippled, hatching and cross-hatching, interlocking etc). • Blending pencil crayon. <p>Painting:</p> <ul style="list-style-type: none"> • Indian ink and Dip pens <p>Techniques:</p> <ul style="list-style-type: none"> • Mark making (continuous, broken, loops, dots / stippled, hatching and cross-hatching, interlocking etc). <p>Printing:</p> <ul style="list-style-type: none"> • Polystyrene/quick printing • Mono printing with ink <p>Research skills:</p> <ul style="list-style-type: none"> • Collect secondary images of insects from the internet. <p>Apply the use of number:</p> <ul style="list-style-type: none"> • Develop the student's ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing. <p>Creative, critical and technical languages:</p> <ul style="list-style-type: none"> • Students are to be introduced to the Artists: <ul style="list-style-type: none"> ○ Rosalind Monks, ○ Lucy Arnold, ○ Kelly Stanford ○ Christopher Marley • They are then to produce an artist study on their preferred artist. 	<p>Title:</p> <ul style="list-style-type: none"> • Still Life <p>Formal Element:</p> <ul style="list-style-type: none"> • Tone, Texture and Form <p>Drawing:</p> <ul style="list-style-type: none"> • B, 2B & 6B Graphite pencils. • Fine Liner • Charcoal - willow charcoal, compressed charcoal and powdered charcoal. <p>Techniques:</p> <ul style="list-style-type: none"> • Cross hatching, hatching, contour hatching, scumbling and blending with a tortillion (paper stump). • Different mark making (continuous, broken, loops, dots / stippled, hatching and cross-hatching, contour hatching, interlocking, rhythmic etc). • Contour hatching <p>Printing:</p> <ul style="list-style-type: none"> • Graphite mono printing <p>Research skills:</p> <ul style="list-style-type: none"> • Collect secondary images of insects from the internet. • Given the opportunity to take their own primary photos of their own still life. <p>Apply the use of number:</p> <ul style="list-style-type: none"> • Develop the student's ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing. <p>Creative, critical and technical languages:</p> <ul style="list-style-type: none"> • Students are to be introduced to the Artists: <ul style="list-style-type: none"> ○ Kyle Leonard ○ Paul Stowe ○ JesterCat • They are then to produce an artist study on their preferred artist. 	<p>Title:</p> <ul style="list-style-type: none"> • Cultural Patterns <p>Formal Element:</p> <ul style="list-style-type: none"> • Colour and Pattern <p>Drawing:</p> <ul style="list-style-type: none"> • Graphite • Digital Art <p>Techniques:</p> <ul style="list-style-type: none"> • Mathematical equipment (ruler, compass, protractor etc) <p>Painting:</p> <ul style="list-style-type: none"> • Watercolour • Acrylic Paint <p>Techniques:</p> <ul style="list-style-type: none"> • Wax resist • Finger painting • Using a brush to paint accurately. <p>Printing:</p> <ul style="list-style-type: none"> • Oil Pastel mono printing • Block printing <p>Assembling/ Constructing:</p> <ul style="list-style-type: none"> • Collage • Gutta & Silk Paint • Batique <p>Techniques:</p> <ul style="list-style-type: none"> • Cutting paper accurately to create the Japanese pattern. <p>Research skills:</p> <ul style="list-style-type: none"> • Collect secondary images of cultural patterns from the internet. • Given the opportunity to take their own primary photos of patterns in nature. <p>Apply the use of number:</p> <ul style="list-style-type: none"> • Develop the student's ability to visually measure length, depth, height, width, angle and comparative size when producing observational drawing. <p>Creative, critical and technical languages:</p> <ul style="list-style-type: none"> • Students are to be introduced to the Artists: <ul style="list-style-type: none"> ○ Celtic knots, ○ Japanese Patterns,

		<ul style="list-style-type: none">○ Maori patterns,○ Islamic patterns,○ Aztec Patterns○ Mayan patterns,○ African patterns
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