

### Art and Design Curriculum: Year 8

Year 8		HT1	HT2	HT3	HT4	HT5	HT6
Subject Art and Design	<b>Topic</b>	Hundertwasser Architecture project. Observe and record-drawing	Hundertwasser Architecture project. Research- Hundertwasser Present and evaluate work.	Hundertwasser Architecture project. Experimenting with materials- mark making	Hundertwasser Architecture project. Experimenting with materials- 2d relief- texture and pattern work Present and evaluate work	Hundertwasser Architecture project. Experimenting with materials- 2d collagraph printing- texture and pattern work	Hundertwasser Architecture project. Experimenting with materials- 3d clay tower, texture and pattern work Present and evaluate work
	<b>Why this and why now?</b>  <b>NOTE- THE SEQUENCE OF TASKS HAS BEEN ADAPTED FOR 2021/2022 DUE TO SKILLS GAPS CREATED BY C19 ISOLATIONS IN 2020/2021 AND 2019/2020. THE CLAY ELEMENTS OF HT4, HT5 AND HT6 (highlighted in red) WILL NOW BE TAUGHT IN HT1 AND THEN THE YEAR WILL RUN AS NORMAL.</b>	To build on the skills taught in year 7- Describing a painting using art key words. Students will know how to describe a range of colours and patterns and explain what they can 'see' in a painting. Using pencils crayon to create layers of colour, control the pressure they use to mix and blend with pencil crayon, be able to draw and use colour to create their own work in the style of an artist and present their own research and drawings with some insight into the layout of the page, using colour and pattern as a background and including comments about their own and the artist's work. Drawing using a pencil with control and using shading.	Students will create artwork based on structures and architecture which feature more 3d qualities leading to a clay tower, decorated with layered painted patterns and a tonal, textured collagraph print.	To build on the skills taught in Y7- Students studied mark making and will use this knowledge to select patterns to use together when creating detailed studies of different styles of structures and buildings. They will extend their skills using pencil and pen by extracting and refining patterns from the work of Hundertwasser and structures and buildings they have drawn to develop their own designs in 2D and a card relief in 3D. Students will use key art terms learnt last term and last year to help compare and contrast structure styles. Students will extend their understanding of what texture is by continuing to study visual and tactile texture and the use of	To build on the skills taught in Y7- Students will use their mark making patterns and their knowledge of visual and tactile texture to create a collagraph print using layers of materials and tones of one colour as well as experimenting with form, shape, pattern and texture by building a 3D clay tower and engraving and embossing patterns on its surface. Students will use their understanding of tone to create layers of shades of the same colour in their collagraph print and to create additional layers of visual texture on the surface of their clay tower. Students will extend their written comments to include instructions, handy hints and knowledge of tools and	To build on the skills taught in Y7- Students studied mark making and collage so will use this knowledge to select patterns and textures to use together when creating a collagraph print and 3d clay tower. They will extend their skills using printing ink and clay by developing layers of pattern and colour that connects to their drawings and research when printing, building a 3d form from clay and using a range of clay tools to engrave and emboss the surface when working with clay. Students will use key art terms learnt last year and term to help evaluate their finished pieces and take part in class discussions about theirs and others work.	To build on the skills taught in Y7- More complex decorative clay techniques and simple building techniques will support students creating a complex 3d structure in y9. More complex decoration techniques will support students developing painting and pattern techniques on the surface of their clay structure in y9. Multi tonal, textured collagraph printing and card relief work will support students when creating a lino block using different textures and subsequent printing process in y9. Mark making work will support students with understanding which textures and patterns to use when creating their lino print in y9.

				different patterns and materials to create texture on a 3D surface.	techniques in a step by step for their clay tower and evaluative comments including links to the artist Hundertwasser when writing about their clay tower.	Students will extend and refine their understanding of what texture is in art by creating visual and tactile texture using these two new techniques.	Presentation techniques used in sketchbook will help to develop these skills further in y9 and will support the use of sketchbooks through KS3 and KS4.
<b>What is the essential knowledge that needs to be remembered?</b>	Control of oil pastel when blending colours. Use of layers of oil pastel colour to mix and blend. Use of more complex key words in verbal and written comments and opinions.	Refining presentation skills in sketchbook. Producing independent research into an artist including your own opinions.	Using patterns to create texture and shading with pencil, pen and collage. Use of tone when using water colour paint.	Producing a card relief with 3D qualities that clearly connects to research. Understanding the meaning of visual texture and tactile texture. Comparing different styles of structures and buildings.	Using patterns to create texture and pattern through collagraph printing. Producing a collagraph print which shows tone and texture and connects to research. Understanding how to use a range of tools to create controlled pattern and texture in printing. Evaluating the final print.	Using patterns to create texture and pattern through clay tower. Controlled use of water colour paint to create colour on the surface of a clay tower. Understanding how to use a range of tools to create controlled pattern and texture in clay tower. Evaluating the clay tower.	
<b>What is the assessment intent and how will you assess?</b>	<i>Architecture/Hundertwasser drawings (Term 1) will be assessed and formal feedback given on a feedback slip/ MIB time given. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. (Formative assessment)</i>	<i>Exploring materials, ideas and artists work (Term 2) Structure drawings and paintings as well as artists research will be assessed with feedback given on a feedback slip/MIB time given. All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group.</i>		<i>Creating a final piece and evaluating it (Term 3) Collagraph printing and clay tower as well as at least one written evaluation will be assessed with feedback given on a feedback slip/MIB time given All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group.</i>		<i>Creating a final piece and evaluating it (Term 3) Collagraph printing and clay tower as well as at least one written evaluation will be assessed with feedback given on a feedback slip/MIB time given All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group.</i>	

<b>What should the end point look like?</b>	Oil pastel study of Hundertwassers work. Pencil crayon study to show the difference in using colour on black and white paper. Water colour lollipop trees.	Hundertwasser research. Hundertwasser presentation page including all drawings, title, decorated background, creative use of a range of papers and comments about the work.	Mark making shading and development of 3d forms. Pattern connection page looking at the key elements in Hundertwasser's work.	Card relief. Presentation and evaluation of mark making and card relief.	Collograph design. Collograph block. Collograph prints. Use of biro and water colour to work into prints.. Presentation and evaluation of Collograph prints.	Clay tower design. Relief clay tower. Photos and evaluation of Clay tower.
<b>How does it cover the NC?</b>	Knowledge to experiment. Develop a more rigorous understanding of art and design. Know how art and design both reflect and shape our history. Know about great artists and understand the historical and cultural development of their art forms. know about great architecture, and understand the historical and cultural development of their art forms. Understand how different time periods have impacted on styles and major movements from ancient times up to the present day. Skills to experiment. Invent own works of art (exploring their ideas). Create own works of art. Think critically about Art and Design. Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work. Practise and develop drawing skills. Practise and develop painting skills. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials.			Knowledge to experiment. Skills to experiment. Invent own works of art (exploring their ideas). Create own works of art. Invent craft works (exploring their ideas). Create craft works. Think critically about Art and Design. Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work. Practise and develop sculpture. Evaluate and analyse creative works using the language of art, craft and design in order to strengthen the visual impact or applications of their work. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials.		Knowledge to experiment. Develop a more rigorous understanding of art and design. Know about great artists and understand the historical and cultural development of their art forms. Skills to experiment. Invent own works of art (exploring their ideas). Create own works of art. Invent works of design (exploring their ideas). Create works of design. Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work. Practise and develop sculpture. Increase their proficiency in the handling of different materials.