

### Art and Design Curriculum Year 8

Year 8		HT1	HT2	HT3	HT4	HT5	HT6
Subject Art and Design	Topic	Hundertwasser Architecture project. (art history/culture)	Hundertwasser Architecture project. Research- Hundertwasser Present and evaluate work.	Machinery and mark making	Machinery and mark making in clay (art history/culture)	4 elements Exploration of materials	4 elements Development into 3d sculpture.
	Why this and why now?	<p>To build on the skills taught in year 7-</p> <p><b>-Independent research into the artist</b> will develop growing skills and knowledge of how to search images and how to recognise appropriate links. Research will be completed each term of KS3 with the expectation that images and linking will become more thorough</p> <p><b>-Describing a painting</b> 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.</p> <p><b>-Using pencils crayon to create layers of colour,</b> control the pressure they use to mix and blend with pencil crayon. This has been started in year 7 but</p>	<p>Students will create artwork based on structures and architecture which feature more pattern qualities leading to</p> <p><b>-Production of a 2 or 3 colour print,</b></p> <p><b>-Develop understanding of building layers on a polyboard print</b></p> <p>Building from the single colour print produced in year 7. This involves planning on paper first to ensure each layer is shown in the right areas</p>	<p>To build on the skills taught in Y7-</p> <p>Students studied mark making and will use this knowledge to <b>select appropriate and varied marks</b> to use together when creating detailed studies of machinery.</p> <p><b>-Develop shading /tonal techniques</b> to achieve graduated tone.- this was started in year 7 and will be reinforced and developed here</p> <p>They will <b>extend their observational skills using pencil and pen</b> by extracting and refining drawings from photographs of machinery.</p> <p><b>-Presenting a sketchbook page</b> will continue to be developed with more independence for some as</p>	<p>To build on the skills taught in Y7- and to develop the theme of the previous half term</p> <p><b>-Experimenting with form, shape, pattern and texture by building a relief clay tile</b> and engraving and embossing patterns on its surface.</p> <p>Students produced a simple tile in year 7 with marks pushed into the surface. This tile will go on to look at adding to the surface to create more depth as well as explore more mark making into the surface.</p> <p>Students will continue to practice vocabulary and critical writing skills when <b>annotating and evaluating their progress</b></p>	<p>To build on the skills taught in Y7- more <b>independent exploration of materials and equipment</b> is needed. By placing this project here the year 8 students will have gained enough knowledge and experience of a range of materials to be able to form informed ideas on ways to experiment and explore the different media.</p> <p>By not working in the style of a particular artist or art movement, creativity should not be as restricted</p> <p><b>Presentation techniques used in sketchbook</b> will help to develop these skills further and will support the use of sketchbooks through KS3 and KS4.</p>	<p><b>Independent exploration will continue into 3 dimensions.</b></p> <p>This will be the first 3d form created in KS3 which requires the planning of all sides. Only certain materials will be effective so knowledge will be gained about how different media responds to different surfaces and applications.</p>

		<p>skills are being reinforced and developed</p> <p><b>-Using pen to produce detailed line drawing</b> which focuses observation skills of a 2D image.</p> <p><b>-Present their own research and drawings</b> 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. At this point the layout will still be quite prescribed but this will be the 4<sup>th</sup> double page in the KS3 sketchbook so some independence will start to be introduced.</p>		<p>to where elements are placed.</p> <p>Students will use key art terms learnt last term and last year to help explain ideas</p>			
	<p><b>What is the essential knowledge that needs to be remembered?</b></p>	<p>Control of pencil crayon when blending colours. Knowledge of primary and secondary colours will help (from yr7)</p> <p>Presentation of a page in a sketchbook, how to layout to keep a page balanced.</p> <p>Producing independent research into an artist including your own opinions.</p> <p>Use of more complex key words in verbal and written comments and opinions.</p>	<p>What is a polyboard print</p> <p>How to plan a 2 or 3 colour print so that specific areas are a specific colour</p> <p>Safe and responsible working practice to ensure room and equipment is kept in good and safe working order</p>	<p>What is tone</p> <p>Control of pencil and pen to create a variety of tones and mark making techniques. Using patterns to create texture and tone</p> <p>Observation – visual measuring and other techniques to ensure accurate drawing (and shading)</p>	<p>Producing a relief clay tile with 3D qualities that clearly connects to research.</p> <p>How to treat clay, what is slip, when is it needed, what happens to clay in a kiln</p> <p>Understanding the meaning of visual texture and tactile texture.</p> <p>Understanding how to use a range of tools to create controlled pattern and texture</p>	<p>Experimentation may result in mistakes and unsuccessful results but this is part of the learning process which we must embrace</p> <p>Constant review, modify and refine</p>	<p>Safe and responsible working practice to ensure room and equipment is kept in good and safe working order.</p> <p>Evaluation and planning needed for final design to be complete</p>

<p><b>What is the assessment intent and how will you assess?</b></p>	<p><i>Hundertwasser copies, initially pencil crayon drawings will be assessed and formal feedback given on the conversation log/ MIB time given. Focus will be on colour blending and layering 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></p>	<p><i>Exploring materials, ideas and artists work artists research will be assessed with feedback given on conversation log. Planning printing, layout, layering, application as in drawing out the design and applying appropriate amounts of ink evenly and with control. Accurate print. Summative assessment of whole project. All formative and summative assessment will be moderated and standardised across all groups in the department by all staff teaching that year group.</i></p>	<p>Handling of pen and pencil to create tone. Verbal and written feedback will guide the student for the assessment piece which will be created in half term 4. Page layout/presentation will continue to be a focus again with verbal and written feedback. The final project will be assessed against the progress sheet</p>	<p><i>Handling of clay will be more of an experience focus rather than a specific assessment. It will be considered when the whole project is given formal written feedback referenced against the progress sheet. This half term will see the assessment piece when the students are asked to work independently on a piece which will demonstrate mark making skills and tonal control All formative and summative assessment will be moderated and standardised across all groups in the department by all staff teaching that year group.</i></p>	<p>Willingness to experiment then review, modify and refine. Making informed and appropriate choices whilst working independently. Feedback will be verbal and written using the level descriptors on the progress sheet. Emphasis will be on colour mixing, mark making, sensitivity of line</p>	<p><i>Creating a final piece and evaluating it Ability to work in 3 dimensions. How to transfer 2d explorational studies into a 3d sculpture</i></p>
<p><b>What should the end point look like?</b></p>	<p>Oil pastel study of Hundertwassers work. Pencil crayon study to show the difference in using colour on black and white paper. Tissue paper lollipop trees. Hundertwasser research. Hundertwasser presentation page including all drawings,</p>	<p>Polyboard tile to print A minimum of 3 prints which explore at least 2 colours, one of which must be worked into with pen.</p>	<p>Mark making shading and development of 3d forms. <b>One double page of research and developmental studies of machinery which have strong tonal values</b> <b>One double page of</b></p>	<p>Clay relief tile in the style of Eduardo Paolozzi and painted in his colour scheme 2 hour assessment piece which is an observed study of one of Paolozzi's sculptures demonstrating the use of tone to create form</p>	<p>Presented double page of a variety of material and mark making experiments which focus on the four elements. Some commentary/annotation on methods and success. A presented double page which further explores but also refines the experimentation and</p>	<p>Personal investigation into one of the four elements will lead to a 3d sculpture using tights and wire which will be decorated in an appropriate style and technique, linking to the experimental pages produced at the beginning of the project.</p>

	<p>title, decorated background, creative use of a range of papers and comments about the work.</p>		<p>research and investigation which looks at the work of Eduardo Paolozzi At least 2 tonal drawings of machinery in pencil</p>		<p>research into just one of the areas (earth, air, water, fire)</p>	
<p><b>How does it cover the NC?</b></p>	<p>NC 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. 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.</p>	<p>NC 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.</p>	<p>NC 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.</p>			