

	Rotation 1	Rotation 2
<p>Year 8 (Md)</p>	<p><u>GARGOYLE 3D CLAY PROJECT</u> What will be learnt? What Gargoyles are, why they exist and what they were for. Understand the main stages of designing and making a piece of 3D work, including technical terms for tools and processes Explore form, tone and texture through drawing and experimenting with different media. How to combine ideas from imagination, real life and research into a design for 3D work. Develop original and creative designs for 3D work based on their own drawings and photographs Development of ideas through drawings and collage to consider different proportions and arrangements. Clay techniques and processes through experimentation and modelling Why will it be learnt? Develop drawing skills, focus on use of tone to describe 3-D forms and textured surfaces Develop primary hand building skills using clay and necessary vocabulary when describing processes (see SOL) Develop pupils' knowledge/ understanding of applied Art in the form of gargoyles and their use within architecture as practical objects as well as their cultural/religious significance To develop artistic skills and techniques with a range of 2D and 3D media Main outcome: A series of Gargoyle drawings which explore a range of media A series of distorted collage development pieces A three-dimensional clay gargoyle of their own design Skills developed: Observational drawing skills exploring tone and texture. Drawing techniques using pencil and charcoal Collage technique and accurate use of scissors and craft knives</p>	<p><u>FAUVISM PAINTING PROJECT</u> What will be learnt? Students are introduced to the Fauvist art movement. They look at the work of the Fauves and develop their own response in relation to the landscape. Students will spend the first part of the project drawing from observation, developing their ideas and material testing. Students then use this research to present a final realisation which is personal, meaningful and reflects the working methods of the Fauves demonstrating an understanding of visual language Why will it be learnt? 1) Students need to be able to communicate their knowledge and understanding of the Fauve art movement, genre, practitioners and art works considering the way that the theme of landscape in art has evolved over time. They need to understand the link between society and art and why art changes. 2) Students need to learn the importance of first-hand observation when drawing (outside of the classroom) Students need to learn about composition techniques and how to introduce depth to work demonstrating an understanding of formal elements. 3) Students need to practise using tone and texture when making drawings, learning to refine ideas as they develop 4) Students need to experiment with a range of media and processes selecting appropriate media for purpose. 5) Students need to understand the importance of development and through this development learn about the visual and tactile qualities explored by a range of Fauve artists. Main outcome: Students will realise their intentions by way of a final Art piece which will be a personal response that demonstrates an understanding of visual language, formal elements and reflects the style and colour of Fauvism Art Skills developed: How to look at, analyse and appreciate the work of other artists. Drawing techniques which explore a range of art media.</p>

	<p>Clay building techniques with a focus on application of clay, modelling and refinement</p> <p>How will learning be assessed?</p> <p>Feedback in sketchbooks (hwk and class work) and on larger drawings done in class, 1:1 verbal feedback in all lessons based on practical activity, Q&A, peer assessment, feedback and grade based on 3D gargoyle work</p>	<p>Developing ideas from drawings and photographs and incorporating the skills of other artists.</p> <p>How to apply the formal elements to drawings and paintings/ understanding how to use composition effectively.</p> <p>Painting techniques (acrylic, poster, watercolour), colour mixing, palette use, washes, building layers in paint.</p> <p>How will learning be assessed?</p> <p>Feedback in sketchbooks (hwk and class work) and on larger drawings done in class, 1:1 verbal feedback in all lessons based on practical activity, Q&A, peer assessment, feedback and grade based on final Fauvist landscape painting</p>
<p>Year 8 (Gn)</p>	<p><u>URBAN ART – STREET ART PROJECT - DEVELOPING/EXPRIMINENTNG</u></p> <p>What will be learnt?</p> <p>Students will gain an understanding of how contemporary artists work today in relation to Street Art and Public Art projects</p> <p>Students will practice and become increasingly proficient at specific ‘Urban’ techniques such as tagging and stencilling</p> <p>They will learn how to use and manipulate a range of art materials in order to convey an effective message</p> <p>They will develop preliminary, annotated ideas</p> <p>They will choose and select appropriate materials and begin to realise a final piece</p> <p>Why will it be learnt?</p> <p>Students need to be able to communicate their knowledge and understanding of art movements and how the visual arts can have a significant impact on contemporary culture. They need to understand the link between society and art and why art changes over time.</p> <p>Students need to learn the importance of first-hand observation when drawing.</p> <p>Students need to learn about composition techniques and Urban Art styles and approaches.</p> <p>Students need to practise techniques and processes when making art and be able to refine ideas as they develop.</p>	<p><u>URBAN ART REALISATIION</u></p> <p>What will be learnt?</p> <p>Students will make informed choices regarding the art materials and processes they will be using in order make an ‘Urban Art’ final realisation.</p> <p>Why will it be learnt?</p> <p>Students will understand how ‘development’ and ‘experimentation’ are all important and how this empowers them to be a successful artist. They will learn to make wise choices based on prior success and where their particular artistic strengths lie regarding techniques and processes.</p> <p>Main outcome:</p> <p>Students will realise their intentions by way of a final art piece which will be a personal response that demonstrates an understanding of visual language, formal elements and reflects the style and techniques of Urban Artists.</p> <p>Skills developed:</p> <p>Realisation skills and continued mastery of art techniques and processes culminating in a final quality art piece.</p> <p>How will learning be assessed?</p> <p>Feedback in sketchbooks (hwk and class work) 1:1 verbal feedback in all lessons based on practical activity, Q&A, peer assessment, feedback and grade based on final Urban Art Piece.</p>

Long term planning grid ART 2022-23

	<p>Students need to experiment with a range of media and processes selecting appropriate media for purpose.</p> <p>Students need to understand the importance of development and through this development, learn about the visual and tactile qualities explored by a range of urban street artists</p> <p>Main outcome: Preliminary ideas and a final plan developed. A personal exploration of a chosen interesting character inspired by Urban Art/Street Art techniques and processes. Material testing and experimentation of appropriate techniques</p> <p>Skills developed: Acquisition of different urban art techniques and art materials (dry graphic materials, collage, stencil work, painting) Research and information gathering Planning Ideas Realisation of ideas</p> <p>How will learning be assessed? Formative feedback in sketchbooks (hwk and class work) and on larger drawings done in class, 1:1 verbal feedback in all lessons based on practical activity, Q&A, peer assessment. Summative teacher assessment of project including final piece – Submitted on paper</p>	
<p>Year 8 (1b)</p>	<p><u>PROJECT NAME</u> What will be learnt?</p> <p>Students are introduced to the Mythical Creatures from other cultures. They look at a range of mythical creatures and explore the concept of Zoomorphic animals.</p> <p>Students will spend the first part of the project drawing from observation, developing their ideas and material testing. They will learn how to use and manipulate a range of art materials in order to create unique zoomorphic creatures.</p>	<p><u>GARGOYLE 3D CLAY PROJECT</u> What will be learnt?</p> <p>What Gargoyles are, why they exist and what they were for. Understand the main stages of designing and making a piece of 3D work, including technical terms for tools and processes</p> <p>Explore form, tone and texture through drawing and experimenting with different media. How to combine ideas from imagination, real life and research into a design for 3D work.</p> <p>Develop original and creative designs for 3D work based on their own drawings and photographs</p>

<p>Students then use this research to present a final realisation which is personal, meaningful and reflects the concept of Zoomorphic animals demonstrating an understanding of visual language</p> <p>Why will it be learnt?</p> <ol style="list-style-type: none"> 1) Students need to learn the importance of drawing from observation when drawing. Developing their knowledge and confidence of tone, texture, line and form. 2) Students need to learn about composition techniques and how to introduce depth to work demonstrating an understanding of formal elements. 3) Students need to practise using tone and texture when making drawings, learning to refine ideas as they develop 4) Students need to experiment with a range of media and processes selecting appropriate media for purpose. 5) Students need to understand the importance of design development and through this development learn about the visual and tactile qualities explored by other cultures. <p>Main outcome:</p> <p>Students will realise their intentions by way of a final Art piece which will be a personal response that demonstrates an understanding of visual language and formal elements.</p> <p>Skills developed:</p> <p>Drawing techniques which explore a range of art media. Developing ideas from drawings and photographs and incorporating the skills of other artists. How to apply the formal elements to drawings and paintings/ understanding how to use composition effectively. Painting techniques (acrylic, ink, watercolour), colour mixing, palette use, washes, building layers/tones in paint.</p> <p>How will learning be assessed?</p> <p>Feedback in sketchbooks (hwk and class work) 1:1 verbal feedback in all lessons based on practical activity, Q&A, peer assessment, feedback and grade based on final Zoomorphic Creature Piece.</p>	<p>Development of ideas through drawings and collage to consider different proportions and arrangements. Clay techniques and processes through experimentation and modelling</p> <p>Why will it be learnt?</p> <p>Develop drawing skills, focus on use of tone to describe 3-D forms and textured surfaces Develop primary hand building skills using clay and necessary vocabulary when describing processes (see SOL) Develop pupils' knowledge/ understanding of applied Art in the form of gargoyles and their use within architecture as practical objects as well as their cultural/religious significance To develop artistic skills and techniques with a range of 2D and 3D media</p> <p>Main outcome:</p> <p>A series of Gargoyle drawings which explore a range of media A series of distorted collage development pieces A three-dimensional clay gargoyle of their own design</p> <p>Skills developed:</p> <p>Observational drawing skills exploring tone and texture. Drawing techniques using pencil and charcoal Collage technique and accurate use of scissors and craft knives Clay building techniques with a focus on application of clay, modelling and refinement</p> <p>How will learning be assessed?</p> <p>Feedback in sketchbooks (hwk and class work) and on larger drawings done in class, 1:1 verbal feedback in all lessons based on practical activity, Q&A, peer assessment, feedback and grade based on 3D gargoyle work</p>
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