



Art & Design – Year 8

Summer Term

Unit Title: **Controlled Assessment (5 weeks)**
Observational Drawing

Key Content:

1. Working in exam conditions – you will produce a thumbnail sketch of a shoe and create a tonal ladder using a full range of tones.
2. How to break objects down to basic shapes.
3. How to draw and construct ellipses.
4. Working out negative space within a drawing.
5. Final observational drawing using all skills gained.
6. Applying detail and full range of tones to your final drawing.

This unit will develop understanding and use of specialist vocabulary in the following areas:

Exam conditions, thumb nail sketch, first hand observation, observational drawing, basic shapes, ellipse, circle, accuracy, measuring, formal elements, line, shape, pattern, shade, tone, form and three dimension.

Assessment 1:

- Exam preparation.
 - Progress made.
 - Final outcome.
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Autumn/Winter Term

Unit Title: Oriental Brush Strokes

Key Content:

Aims and Learning Objectives

- To learn about oriental art works
- To improve/develop skills with watercolours
- To explore the techniques of oriental brush painting
- To learn how to use techniques to create simple images of nature/landscape elements
- To learn the purpose and how to create a wash
- To be able to express own opinions on art work
- Reflect on own work to identify strengths and weaknesses
- Learn about composition
- Develop own ideas working independently to devise a final composition from what they have learnt

Contextual Links

1. The East and Oriental Art works
2. Sumi-e style of Japanese brush painting
3. Bada Shanren
4. 17TH Century
5. Comparison between art work of different cultures

Language for Learning

Japanese culture, oriental brush painting, vertical, horizontal, flying, wash, tone, detail, water colours, composition, consistency, comparison, mood, feeling.

Literacy/Cross Curricular Links

Literacy – learning meaning of culture and new vocabulary relating to Japanese brush painting, comparison of images h/l to extend writing skills in relation to art work. ICT for home learning to find images.

Suggested Outcomes

- Bamboo shoot using brush strokes
- Practice of brush strokes to create plants and animals
- Research on Japanese brush painting artist
- Developed skills in giving opinions about other artists' work
- Images of landscapes using black watercolour
- Pastiche of oriental art work
- Final composition using previous knowledge



Differentiation

SEN & EAL: Additional support and advice. Differentiated worksheets for written work. Outcome will vary depending on ability. Visual examples of outcomes. Tasks and processes practically demonstrated to re-enforce understanding.

Assessment 2:

Home Learning Task

Expressing understanding of brush strokes, research, comparing and contrasting images.

Classwork Task

Presentation of work, painting skills, comprehension of tasks.

Final Outcome

Painting skills, different techniques used, compositional skills.

Test

Writing task, visual understanding of oriental brush strokes, analytical skills of own and others' work, painting skill.

Unit Title:

Pop Art

Key Content:

Aims and Learning Objectives

- To be able to re call key facts about the art movement Pop Art
- To be able to lay out and present an artist research page
- To be able to share a reasoned opinion about an art work
- To be able to re call key facts about the artist Roy Lichtenstein
- To be able to extract keys facts from a video in order to answer questions
- To be able to comment on the main stylistic features of Roy Lichtenstein's work (dots, black lines, etc.)
- To be able grid up and enlarge an image from A4 to A3 using a ruler
- To be able to draw with sensitivity so that any mistakes can be rubbed out
- To be able to make a comment on how student's work links to the work of Roy Lichtenstein and Pop Art
- To be able to add flat colour to a pop art image using
- To be able to mix powder paint with water to achieve a suitable consistency
- To be able to mix primary colours together to achieve a suitable secondary colour in relation to the source imagery



Contextual Links

- 1: Pop Art
- 2: Andy Warhol
- 3: Roy Lichtenstein
- 4: Tate Modern
- 5: Post War American History during the 1950s and 60s
- 6: Consumerism

Language for Learning

Stylistic	Pop	Warhol
Art Movement	Reproduction	Low Brow
Advertising	Consumerism	High Brow
Mundane	Post War	Economic
Culture	Lichtenstein	Banal
Commercial		

Literacy/Cross Curricular Links

Keywords (English) - Post War American History during the 1950s and 60s (History, Sociology) - written tasks (English) - gridding up and enlarging images (Maths)

Suggested Outcomes

Students will create an enlarged A3 painting of a 1950s cartoon strip in response to work of Roy Lichtenstein.

Differentiation

SEN & EAL: Additional support and advice. Differentiated worksheets for written work. Outcome will vary depending on ability. Visual examples of outcomes. Tasks and processes practically demonstrated to re-enforce understanding.

Assessment 3:

Home Learning Task

Visual understanding of pop art style, drawing skill, presentation of work

Class work task

Presentation of work, writing tasks, drawing skill

Final Outcome

Drawing skill, painting skill, colour choice

Test

Writing task, visual understanding of pop art style, drawing skill



Independent Learning:

BBC Bitesize Art and Design.

Try to get your own sketch book to keep at home so you can practise your observational drawing skill and application of tone.

Extension Work:

There are several different activities that you can complete. You do not need to wait for your teacher to set them for you. Think about what you need to improve on, you can do this by reviewing and refining your work. What could you do to make your outcome better? Use a page in your sketch book to show how you intend to make the amendments to your work. Make sure you show your teacher so they can advise you on how to implement these changes to your work.
