



Art - Year 8 Ceramics LP



<p>This half term: Skills, Knowledge and Understanding to be developed: AO2/4 Creative Making & Personal Presentation: Students will be able to build further upon their knowledge and understanding of Ceramics and develop their skills and techniques in the manipulation of clay, particularly COIL POT technique AO1 Critical Understanding: Students will know how to develop their visual and written research skills to produce 2 ceramic coil pots that respond to 2 different genres. AO3 Reflective Recording: Students will demonstrate their understanding of analysis and response to an artist's work; Shinichi Sawada monsters. Students will learn how to respond to visual and written information in order to describe and evaluate artwork, students will also respond creatively and independently through the homework tasks set.</p>		<p>Key Terms: Ceramics, clay, kiln, firing, slip, glaze, high relief, low relief, sculpture, texture, pattern, Slab tile, Coil pot, Shinichi Sawada, Mark Hearld, abstract, mythological creatures, Mental health, recycled 3D outcomes, symbolic .</p>
<p>LP1 – Week 1 - Learning Outcomes: Students will develop their <u>creative making</u>: to be able to use a new method of design and understand the technique used in Coil pots. Students will be introduced to a new format to 3D design and will be shown how to ensure all their 2D drawings appear 3D in form. Students will have produced a minimum of Four coil pot designs and understand the basic process of making.</p>	<p>Success Criteria Complete 4 coil pot bird designs, ensuring all appear 3D and include accurate shading. Review your work to improve quality as it progresses. AO2& AO4 Personal Presentation will be specific success criteria.</p>	<p>Homework Week 1 Creative making: Draw a realistic tonal drawing of any bird, A4.</p> <div style="border: 2px solid red; width: 60px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">Grade</div>
<p>LP1 – Week 2 - Learning Outcomes: Students will develop their <u>creative making</u>: be able to apply the coil pot method learnt and new skills developed to make their own ceramic Bird inspired pot. 1. Students will apply and demonstrate new knowledge and skills in APP assessment. Making their ceramic Coil pot bird. 2. Students will reflect on their progress and set targets for improvement. Students will know which skills they will need to improve upon when they make their Sawada inspired Coil Pot.</p>	<p>Success Criteria APP assessment Part 1 Students to experiment with the coil pot process, following their design to complete a bird shaped pot with even sides and correct use of equipment. Students to ensure they are setting themselves a target for the next ceramic outcome.</p>	
<p>LP1 – Week 3 - Learning Outcomes: Students will develop <u>critical understanding & reflective recording</u> through applying the coil pot method learnt and new skills developed to annotate a response sheet. 1. Students will complete a step-by-step instruction text in response to how they made their Coil pot bird, this will evidence their understanding of the skills/technique used. (Literacy focus: 8.OS2, 8.WG4, 8.WL2) 2. Students will design a bird in response to the artist Mark Hearld and begin an artist response page.</p>	<p>Success Criteria Students will be able to complete step by step (instruction text) on the coil pot process, using correct terminology and chronological order. Students will demonstrate that research and enquiry has been relevant to their personal intentions.</p>	
<p>LP1 – Week 4&5 - Learning Outcomes: Students will develop their <u>creative making</u>: be able to use various mark making skills to reproduce Mark Hearld inspired outcomes. 1. Students will apply and demonstrate new knowledge and skills in Mark making samples. 2. Students will reflect on their progress and set targets for improvement. Students will know which skills (when adding surface texture/mark making/pattern design) they will need to improve upon when they make construct their Hearld inspired collage.</p>	<p>Success Criteria: Been able to select and experiment with a variety of materials and processes in order to progress your work. Students will be able to apply 3+ mark-making skills to emulate the style of Mark Hearld.</p>	<p>Homework Creative making: Students will spend a minimum of 2 hours creating their own recycled creature in response to Shinichi Sawada / contemporary culture (e.g. <i>Gruffalo & Where The Wild Things Are</i> etc.)</p>
<p>LP1 – Week 6&7 - Learning Outcomes: Students will develop their <u>creative making & personal presentation</u>: Students will understand and develop their ability in the 3 success criteria needed when painting all ceramic outcomes 1. Paint ceramic bird Coil pot made, students will demonstrate their ability to colour mix secondary colours and use tone when painting ceramic work. 2. Students will reflect on their progress and set targets for improvement. Students will know which skills they will need to improve upon when they paint their Sawada inspired monster.</p>	<p>Success Criteria: APP assessment Part 2 Students will use primary colours to mix secondary colours and demonstrate their ability to paint using a tonal range between these colours. Explored and refined your ideas throughout each stage of development. Made clear connections between the various parts of your work.</p>	<div style="border: 2px solid red; width: 60px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">Grade</div>
<p>Week 8 - Learning Outcomes: Students will develop <u>critical understanding</u>: Students will be able to develop their literacy skills and understanding of how to respond to an artists' work. (Literacy focus; 8.RC3, 8.RA5, 8.W51, 8.W54, 8.WM1, 8.WM5, 8.WG4, RA6 Reading and comprehension, writing broad account of topic accurately) 1. To respond to written and visual information to write a descriptive, interpretative and analytical artist response: EXTENDED WRITING PPP 2. Students will use their research work of Shinichi Sawada to complete an extended piece of writing (PPP), demonstrating their understanding of the different types of text used to write about an artwork/artist. Students will compare ceramic and recycled creatures to the work of the artist.</p>	<p>Success Criteria Written work – artist response. 1.Students to use knowledge of artist, technique, key words and terminology to complete an extended piece of writing. Essay structure to include; description/analysis/ Interpretation and judgement of Sawada's work.</p>	

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<p>LP1 – Week 9&10 - Learning Outcomes: Students will develop their <i>creative making & personal presentation</i>: Students will be able to visually and personally respond to an Artist work 1. Students will design and make their own coil pot mythological creature inspired by Sawada. 2. Students will be able to show understanding of the artist/inspiration through detailed annotation of their design.</p>	<p>Success Criteria: Students to complete and annotate final design using Sawada’s research work from last lesson. Been able to select and experiment with a variety of materials and processes in order to progress your work. Skilfully and safely handled materials and processes to produce quality outcomes.</p>	
<p>Week 11&12 - Learning Outcomes: Students will develop their <i>creative making & personal presentation</i>: Students will understand and develop their ability in the 3 success criteria needed when painting all ceramic outcomes 1. Paint ceramic monster coil pot, students will demonstrate their ability/improvement to colour mix secondary colours and use tone when painting ceramic work. 2. Students will reflect on their progress and set targets for improvement. Students will know which skills they will need to improve upon when they paint their ceramic bird tile. <i>Summative Assessment - Students will apply and demonstrate new knowledge and skills.</i></p>	<p>Success Criteria Students will use primary colours to mix secondary colours and demonstrate their ability to paint using a tonal range between these colours.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 2px solid red; padding: 5px; margin: 5px;">Grade</div> <div style="border: 2px solid blue; padding: 5px; margin: 5px;">SA</div> </div>	
<p>Week 13&14 - Learning Outcomes: Students will develop <i>reflective recording</i>: Students will be able to compare and contrast their outcomes with the artists they have researched this module. <i>(Literacy focus; 8.WL2, 8WG4 writing accurately)</i> 1. Evaluate and compare Ceramic outcomes and respond to Teacher targets. 2. Extension task: Complete Artist copy page for Mark Heard started.</p>	<p>Success Criteria: Students will know how to use correct terminology and key words when comparing artists and evaluating work. Review your work to improve quality as it progresses</p>	

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Key Concepts	Second Order Concepts	Where/How completed
<p>AO1 Critical Understanding: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative Making: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Reflective Recording: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 Personal Presentation: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate the work of other artists, craftspeople and designers as well as other sources and used your research to develop a range of ideas. <input type="checkbox"/> Documented your own judgements and opinions about the work of others. <input type="checkbox"/> Developed your ideas through sustained, focused and coherent investigations, demonstrating a clear understanding of your sources and their relevance to your own ideas. <input type="checkbox"/> Explored and refined your ideas throughout each stage of development. <input type="checkbox"/> Been able to select and experiment with a variety of materials and processes in order to progress your work. <input type="checkbox"/> Skilfully and safely handled materials and processes to produce quality outcomes. <input type="checkbox"/> Review your work to improve quality as it progresses. <input type="checkbox"/> Used suitable and varied methods to record ideas, observations and experiences, preferably from first hand, rather than secondary, sources. <input type="checkbox"/> Demonstrated that your research and enquiry has been relevant to your personal intentions. <input type="checkbox"/> Organised and clearly conveyed your ideas as they have developed from your research, reflecting on your work as it has progressed. <input type="checkbox"/> Presented your own, imaginative ideas and outcomes. <input type="checkbox"/> Demonstrated the processes through which you have realised your intentions. <input type="checkbox"/> Made clear connections between the various parts of your work, including that of other artists, craftspeople and designers; so that it is meaningful and in a sequence that can be easily followed. 	



Art - Year 8 Painting & Drawing LP



<p>This half term: Skills, Knowledge and Understanding to be developed: AO2/4 Creative Making & Personal Presentation: Students will be able to use pencil, paint, charcoal and chalk to show tone and colour using perspective to show depth in a piece of artwork. AO1 Critical Understanding: Students will know how to apply paint to show tone and practice colour mixing in their own artwork, particularly focussing on natural colours found in a landscape. AO3 Reflective Recording: Students will demonstrate their understanding of how perspective is used to create the illusion of depth in a piece of artwork.</p>		<p>Key Terms: Perspective Illusion of depth Landscape Overlap Scale Visual plane Tone Natural colour</p>	
<p>Week 1&2 - Learning Outcomes: Students will develop their creative making: be able to show perspective in a drawing/ painting using scale, position & tone: Introduction to perspective in a landscape. (Literacy focus: 8.OL1) Students will explore perspective in creating a watercolour sample of a mountain range. Students will demonstrate their knowledge of tone in applying the tonal scale to their mountain range, getting lighter as the mountains appear further away. Students will create a drawing to demonstrate perspective.</p>		<p>Success Criteria Students will understand rules of perspective through creating a watercolour mountain range. Be able to select and experiment with a variety of materials and processes in order to progress your work.</p>	<p>Homework 1 David Hockney's trees artist response. Follow the helpsheet to make notes for discussion. Focus on how Hockney shows perspective.</p>
<p>Week 3 - Learning Outcomes: Students will develop critical understanding: demonstrating their understanding of perspective through discussion: David Hockney artist response. Students will read and compare examples of artist responses and discuss which is the most effective in terms of presentation, font, and use of images, concluding as a group. (Literacy focus: 8.RA6) Students will discuss the work of the artist David Hockney, in particular his landscapes and tree paintings (homework to assist), making notes on 'Context, Description, Analysis, Interpretation, Judgement'. Students will write a response to the work of David Hockney using notes made. What are the success criteria for a successful forest drawing? (Literacy focus: 8. RA6, 8.OL1, 8.OL3, 8.OC3, 8.OC3, 8.WS1)</p>		<p>Success Criteria Through discussion and written response to artist, Students will be able to speak confidently about the work and show correct use of vocabulary, including subject specific key words and phrases. Students will produce an artist response page and comparative annotation that must include: descriptive, analytical, interpretive text using artistic vocabulary</p>	<p>Homework 2 Draw a forest scene. Find pictures and photographs to inspire your drawing. Use line, tone and mark making / texture carefully. Drawing must show perspective. Bring photograph and d lesson.</p>
<p>Week 4 & 5 - Learning Outcomes: Students will develop creative making, personal presentation & reflective recording: Students will demonstrate their understanding of perspective showing depth by using scale, position and tone: Forest scene in charcoal & chalk. Students will create a forest scene to demonstrate objects appearing further away and higher up the visual plane. Look at Vincent van Gogh's tree drawing & paintings for inspiration for mark making & texture. Students will use charcoal and chalk to show texture and tone. Students will evaluate their outcomes. (Literacy focus: 8.OS2, 8.WL2)</p>	<p>Grade</p>	<p>Success Criteria Students will know how to use tone in a different media through their charcoal Forest drawing. Reflective recording skills; students will use relevant language to evaluate and respond to work completed.</p>	
<p>Week 6 & 7 - Learning Outcomes: Students will develop personal presentation: complete an outcome using a combination of drawing and colour mixing. Students will apply their knowledge of perspective in creating a forest painting: Forest Painting. Students will paint a forest scene using their knowledge of perspective, exploring natural colours and using tone to show depth.</p>	<p>SA /100</p>	<p>Success Criteria Students will be able to use colour mixing to show tone through their Forest painting. Students will complete a detailed final outcome, demonstrating an understanding of visual language (line, tone, composition, colour etc.)</p>	



Grade

<p>Week 8&9 - Learning Outcomes: Students will develop their <u>creative making</u>: will explore through their knowledge of texture in creating a sample sheet of various mark making techniques: Students will evaluate their outcome. (Literacy focus: 8.OS2, 8.WL2)</p>		<p>Success Criteria Students will demonstrate a min of 3 different textures through mark making samples. Reflective recording skills, students will use relevant language to evaluate and respond to work completed.</p>	<p>Homework 3 Over the half term break - Make drawings & sketches of landscapes using your knowledge of perspective to prepare for next half term.</p>
<p>Week 10 - Learning Outcomes: Students will develop <u>creative making</u> skills and demonstrate their understanding of perspective in a landscape showing depth by using scale, position and tone: Landscape drawing. Using knowledge of perspective, tone and mark making, create a drawing of a landscape from own photograph or other landscape image.</p>		<p>Success Criteria Landscape drawing. Students will accurately use shading to give their drawing the illusion of perspective. Be able to select and experiment with a variety of materials and processes in order to progress your work.</p>	
<p>Week 11,12,13 - Learning Outcomes: Students will develop <u>personal presentation</u>: complete a landscape outcome using a combination of drawing and colour mixing. Students will be able to mix a range of natural colours in a range of hues using the primary colours, back, white, brown, yellow ochre and Prussian blue: Chris Neale or Katie Allen artist copy. Introduction to landscape painting – look at examples by Welsh landscape painters and painters using Wales as their inspiration. Introduction to the work of landscape painter Chris Neale or Katie Allen. Make notes about the artist. Draw and paint one of his/her landscape paintings using colour mixing skills to create natural colours.</p>	<p>Grade</p>	<p>Success Criteria Students will be able to colour mix primary colours in order to achieve desired hues for an artist copy. Make clear connections between the various parts of your work, including that of other artists, craftspeople and designers; so that it is meaningful and in a sequence that can be easily followed.</p>	
<p>Week 14 - Learning Outcomes: Students will develop their <u>reflective recording skills</u> through their ability to compare and contrast their outcomes with the artists they have researched this module. (Literacy focus; 8.WL2, 8WG4 writing accurately) 1. Evaluate and compare outcomes and respond to Teacher targets. 2. Complete Venn diagram to compare and contrast three outcomes; your own/Hockney and Neale or Allen.</p>		<p>Success Criteria: Students will know how to use correct terminology and key words when comparing artists and evaluating work.</p>	

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Art – Year 8 Multimedia & Printmaking LP

<p>This half term: Skills, Knowledge and Understanding to be developed:</p> <p>AO1/2 Creative Making & Critical Understanding: Students will be able to use a variety of media and techniques to create line, tone, texture and colour. Students will respond to work of artists in both written and visual form, building on experience gained previously.</p> <p>AO2/4 Creative Making & Personal Presentation: Students will know how to experiment with a variety of media to show texture, tone and colour in their own artwork drawing inspiration from the artists studied.</p> <p>AO3 Reflective Recording: Students will demonstrate their understanding of various printing techniques and show how line, tone, texture and colour are used to create an effective piece of artwork.</p>		<p>Key Terms:</p> <p>Tone Texture Mark making Printmaking Mono print Collage Observational drawing</p>	
<p>Week 1&2 - Learning Outcomes:</p> <p>Students will develop their creative making: know how to use tone and proportion through drawing and mark making.</p> <p>Students will be able to complete a zoom in page, studies of fish. Looking carefully at surface texture and detail.</p>		<p>Success Criteria</p> <p>Students will produce drawings showing tone/proportion and various lines/textures. Review your work to improve quality as it progresses.</p> <p>AO2& AO4 Personal Presentation will be specific success criteria.</p>	
<p>Week 3 - Learning Outcomes:</p> <p>Students will develop their creative making & critical understanding: Through learning key words relating to the artist's work and be able to visually respond to this genre.</p> <p>Students will study the work of Mike Savlen and complete artist response plan. Students will use their drawing from last lesson and respond to the artist's work using charcoal and pencil.</p> <p>Throughout discussions, students will express opinions-judgement., relate and understand new information about mark making approaches through research and will be able to explain details from texts. (Literacy focus: 2.OS1, 8.RC6, 2.RC2, 2.RA2)</p>		<p>Success Criteria</p> <ol style="list-style-type: none"> Students to explain their opinions in an artist response. Students will be able to apply realistic drawing techniques to complete a drawing in response to Mike Savlen. Develop ideas through sustained, focused and coherent investigations, demonstrating a clear understanding of your sources and their relevance to your own ideas. 	<p>Homework</p> <p>Creative making: Create a line drawing of a collection of different species fish. This will become part of your final piece for this project. Emphasis on accuracy.</p> <div style="border: 2px solid red; width: 60px; height: 60px; margin: 10px auto; text-align: center; line-height: 60px;">Grade</div>
<p>Week 4&5 - Learning Outcomes:</p> <p>Students will develop their creative making & personal presentation: will complete final composition for print.</p> <p>Students will prepare their final composition. Using all outcomes produced so far, images from home and supplied images.</p>	<div style="border: 2px solid red; width: 60px; height: 60px; margin: 10px auto; text-align: center; line-height: 60px;">Grade</div> <div style="border: 2px solid blue; width: 60px; height: 60px; margin: 10px auto; text-align: center; line-height: 60px;">SA</div>	<p>Success Criteria:</p> <p>Students will be able to produce an imaginative and personal compositional print. Explored and refined your ideas throughout each stage of development. Made clear connections between the various parts of your work.</p>	
<p>Week 6 - Learning Outcomes:</p> <p>Students will develop creative making & reflective recording through comparing examples to complete stages required to produce a successful mixed media samples.</p> <p>Mark making exercise- students will complete samples using various printing/mixed media techniques to explore the various approaches to 'Water' aesthetics.</p>		<p>Success Criteria</p> <p>Students will be able to use mark-making techniques to create various approaches to water aesthetics. Students will demonstrate that research and enquiry has been relevant to their personal intentions</p>	
<p>Week 7&8 - Learning Outcomes:</p> <p>Students will develop their creative making & personal presentation: will know the stages of mono print and/or carbon printing in order to produce a final outcome.</p> <p>Students to create a collage background using tissue, brush, old book pages etc.. Students will produce a mono print from their final composition.</p> <p>Summative Assessment - Students will apply and demonstrate new knowledge and skills.</p>		<p>Success Criteria</p> <p>Summative Assessment</p> <p>Students will be able to produce mono print outcomes. Been able to select and experiment with a variety of materials and processes in order to progress your work. Skilfully and safely handled materials and processes to produce quality outcomes.</p>	



Art - Year 8 Photoshop LP

<p>This half term: Skills, Knowledge and Understanding to be developed: AO2/4 Creative Making & Personal Presentation: Students will be able to use the correct Microsoft Office programme to document development and process in Photoshop and understand how to resize, edit and manipulate a digital image in Photoshop. AO1 Critical Understanding: Students will know how to experiment with various editing tools in Adobe Photoshop to create an abstract landscape image. AO3 Reflective Recording: Students will demonstrate their understanding of various digital manipulation processes and complete an annotated Publisher document to support their outcomes.</p>		<p>Key Terms: Adobe Photoshop Microsoft Publisher Digital Image Edit & manipulate Abstract Landscape Overlay Magic wand tool Digital layers</p>	
<p>Week 1 - Learning Outcomes: Students will develop creative making & reflective recording through comparing examples to complete stages required to produce a successful mixed media samples. Mark making exercise- students will complete samples using various printing/mixed media techniques to explore the various approaches to 'texture and colour' aesthetics.</p> <p>*Teacher to scan in samples for students to use as digital images in the next lesson.</p>		<p>Success Criteria Students will be able to use mark-making techniques to create various approaches to texture aesthetics. Students will demonstrate that research and enquiry has been relevant to their personal intentions</p>	<p>Homework Creative making: Students to complete an abstract landscape, they will spend a minimum of 2 hours to create a colourful and textured outcome.</p> <div style="border: 2px solid red; padding: 5px; display: inline-block;">Grade</div>
<p>Week 2 - Learning Outcomes: Students will understand how to apply critical understanding: compare their work to artist and evaluate. Students to complete a written artist response. This will enable students to reflect on how their digital work compares to the artwork of Kate Shaw, discuss similarities/differences.(Literacy focus: 8.WL2, 8.WG4) Students will set individual targets and peer asses work showing an understanding of how it could be further developed.</p>		<p>Success Criteria Students will complete an artist response using key words, ensuring they include comparisons between artists.</p>	
<p>Week 3 - Learning Outcomes: Students will be able to develop their creative making: Students will research 10 mountain-scape images online and save them as JPEG documents In their PICTURES folder/ Digital focus: 3.1, 1.3 Searching the Internet: Citizenship & producing. Discuss reliability, respecting others work, advance Searches and planning techniques.</p>		<p>Success Criteria Students will collect 10 mountain-scape images and insert them into a Publisher document in order to annotate each image with descriptive vocabulary.</p>	
<p>Week 4&5 - Learning Outcomes: Students will develop critical understanding, creative making & reflective recording: Digital focus: 3.2 Producing: Creating 1. Students will edit a new document in Photoshop; they will know where to find the magic wand tool & the quick selection tool and how to SAVE work correctly and in which format. 2. Students will use Publisher to copy screenshots from their digital manipulation in Photoshop and be able to use correct terminology and vocabulary to annotate their systematic process.</p>		<p>Success Criteria Students will produce a series of digital abstract landscape outcomes; using scanned JPEG images from last lesson and save them as patterns in Photoshop, they will then overlay these images onto selections of mountain-scapes.</p>	
<p>Week 6 - Learning Outcomes: Students will be able to develop their creative making: Digital focus: 3.2, 3.3 Producing: Creating 1. Students will complete a final digital outcome, combining manipulation skills learnt in Photoshop. 2. Students will use Publisher to copy screenshots from their digital manipulation in Photoshop and be able to use correct terminology and vocabulary to annotate their systematic process and evaluate their outcome.</p>	<div style="border: 2px solid red; padding: 5px; display: inline-block;">Grade</div> <div style="border: 2px solid blue; padding: 5px; display: inline-block;">SA /100</div>	<p>Success Criteria Students will be able to complete a final Digital image that will include; overlaying a pattern onto a mountainscape, using the Marquee tool to move/tilt/re-size and layer sections and including ensure they create different textures/effects for back/middle and foreground.</p>	
<p>Week 7 - Learning Outcomes: Students will develop their reflective recording skills through their ability to compare and contrast their outcomes with the artists they have researched this module. (Literacy focus; 8.WL2, 8WG4 writing accurately) 1. Evaluate and compare outcomes and respond to Teacher targets. 2. Complete Venn diagram to compare and contrast three outcomes; your own//Kate Shaw.</p>		<p>Success Criteria: Students will know how to use correct terminology and key words when comparing artists and evaluating work.</p>	

