ART & PHOTOGRAPHY

Year Group 8

Half Term 1

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| Number of Hours: 8 | Topic: Natural Forms |
| 1 | Student’s set up sketchbooks looking at assessment and feedback codes. Homework 1 is set along with class expectations and health and safety rules. Students are introduced to the theme of Natural Forms in Art through observational drawing – question and answer session on this and the beginning of title page including appropriate words/definitions and drawings of natural objects such as leaves, pine cones etc. for decoration.  |
| 1 | Students complete introductory tasks and the final decoration of their title page. Digital media may be needed to draw from although the department is good at providing real, first hand sources to work from. Students will complete peer assessment along with peer discussions around the theme. Students will be building on previous skills involving tone, colour and proportion. Title page drawing and composition is assessed by staff. Any misconceptions are addressed in future observational drawing lessons. |
| 1 | Development of drawing skills – students begin to focus on the manipulation of shape through line drawing and observation. Students are taught techniques around observing an object closely and exploring perspective and accuracy. This builds upon their previous knowledge and students are able to retrieve key skills and information around observation of shape. In this instance the shapes are a little more advanced or complex to help challenge students. Their natural forms drawings are developed as a result of this. Q&A sessions used to critique group work. Homework check. |
| 1 | Development of Tone – students spend this lesson applying tone to basic shapes and boxes, looking at lighting of shapes (light sources), cross-hatching and the creation of texture and pattern. Students look at how to handle and operate a pencil effectively and are introduced to different grades of pencil and the marks they create/how this can be manipulated to best effect in a drawing. Students retrieve knowledge around pencil exploration and begin broadening their understanding of other drawing materials by utilising pen. This requires a different set of skills especially around adding tone through cross hatching.  |
| 1 | Development of Tone Continued – students spend this lesson completing their application of tone to basic shapes and boxes, looking at lighting of shapes (light sources), cross-hatching and the creation of texture and pattern. Students refine how to handle and operate drawing materials effectively and are introduced to different experimental practices and the marks they create/how this can be manipulated to best effect in a drawing. Homework check.  |
| 1 | Application of Tone to Natural Forms – students spend the lesson retrieving what was previously learned about the application of tone and apply this to their observational drawing of a Natural Form object(s). Students are practicing their observational skill in terms of accurate shapes, they have utilised line in their outline and any textured lines they may choose to add through tone. Peer assessment of how tone has been used. Homework check. Completed tonal drawings are assessed by staff. |
| 1 | Manipulating colour through tone – this lesson student’s will begin to look at how coloured tone can be added to a piece of work. This may be addressed through the use of more experimental media such as oil pastel, watercolour or coloured pencil. A demonstration of these materials will take place with an experimentation sheet completed. This is the same process as GCSE AO2. Students will look at mark making and the subtle use of light or transparency in practical materials to give shape, form and value to their natural forms.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff.  |
| Reasons behind order of topic in this half term |
| Students are beginning to learn the basic techniques of drawing. They will cover all of the formal elements at KS3. In order to begin any drawing successfully students must understand how to explore line (outline and sketching), Shape (the construction of three dimensional shape and building blocks of more complex forms such as squares, circles and triangles) and Tone (adding depth and form to the shapes and outlines described previously). This is also an annual retrieval task building upon their progress from this point in Year 7. |

ART & PHOTOGRAPHY

Year Group 8

Half Term 2

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| Number of Hours: 7 | Topic: Natural Forms |
| 1 | Completion of colour manipulation through tone – students will be looking at the application of natural colours and tones. This changes depending on seasons etc. Students will touch upon how colour can be used to create a focal point but greater colour theory will be studied more in depth later in the year. This lesson will focus on the completion of mark making techniques and beginning to apply this knowledge to a piece of Natural Forms work, for example a coloured painting of flowers. |
| 1 | Contextual study – Natural Forms artists and the exploratory use of line and tone – Students will be introduced to an appropriate natural forms artist with an interest in mark making through line and tone. Students will be introduced to either one specific or a variety of artist interested in a certain movement. An artist pastiche will be carried out. This lesson will be primarily used for sketching out of the composition and adding sketched areas of tone and general planning/consolidation of ideas as to why artists have found natural forms of interest. Homework check.  |
| 1 | Contextual study continued – Students will complete their artists study looking at the natural form image provided. This lesson will focus on the refinement of pastiche work with a greater focus on using a more practical material such as pen work or colour imagery through watercolour. Students will be learning how to explore the material and the properties of colour in the same way the artists studied have done. The work will be peer assessed. Pastiche work and understanding of contextual source is assessed by staff. |
| 1 | Development of a Natural Forms Final Outcome - Students will be working outside of sketchbook on appropriate materials such as watercolour paper. This lesson will be used to plan out a final composition bringing together their knowledge of contextual sources and exploration of the first initial formal elements in relation to their topic of natural forms. A sketched out plan with some subtle shading will be achieved this lesson.  |
| 1 | Development of a Natural Forms Outcome – Final outcomes will progress this lesson through the application of greater, more accurate tone and detail. Students will begin to apply their final practical materials, for example watercolour, and this will be completed next lesson.  |
| 1 | Completion of a Natural Forms Final Outcome – The final outcome of the project will be completed this lesson with a focus on refinement of materials and completion of a full composition. Work will be self-assessed. Final outcome is assessed by staff.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Students are beginning to learn the basic techniques of drawing. They will cover all of the formal elements at KS3. In order to begin any drawing successfully students must understand how to explore line (outline and sketching), Shape (the construction of three dimensional shape and building blocks of more complex forms such as squares, circles and triangles) and Tone (adding depth and form to the shapes and outlines described previously). This is also an annual retrieval task building upon their progress from this point in Year 7. |

ART & PHOTOGRAPHY

Year Group 8

Half Term 3

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| Number of Hours: 6 | Topic: Traditional Portraiture |
| 1 | Students will be introduced to the topic of portraiture through a compare and contrast lesson looking specifically at the changing style of portraiture within art history. A Q&A session will be held and students will complete both written and verbal tasks around this topic. They will begin to sketch out the basic shapes and forms associated with some of the major facial features in a realistic manner, such as the eyes, nose, mouth and ears. They will also look at the overall shape of a face and other wider features such as hair. |
| 1 | Students will be looking at improving their use of form in their drawings developing their knowledge of shape. Basic shapes will be retrieved from their previous learning, such as squares, circles and triangles, and they will be combined together to form more advanced or fluid forms, such as the shape of the nose. Students will complete several observations of each facial feature from different angles such as straight on, three quarter, and in profile. Tone will be added during this lesson to help emphasis and render the shape of the object/forms. Homework check. Self-assessment will occur in class. Facial feature studies will be assessed by staff. |
| 1 | Students will now take their realistic or representational drawings and look at how they can be combined into a wider facial structure ensuring observational accuracy. In order to help student’s do this they will be introduced to the work of a specific portrait artist or series of artists. This will only be visually for now as students will be completing an artist pastiche later in the project. Students will then re draw their facial features in an accurate manner looking at the methods of the selected artist. Students will be given a demonstration of structural technique to follow to ensure proportions are accurate. This will be a basic line drawing.  |
| 1 | This lesson student’s will be adding tone, value and rendering to their portrait in order to emphasise key shapes and forms. Students will also begin to explore colour, specifically representational subtle skin tones and the idea of building up subtle shade by layering colours. Again they will have a visual contextual basis for this to occur. Homework check.  |
| 1 | Completion of student’s portraits. Students will complete their generic portrait by filling the composition with colour and refined marks. Students will complete a peer assessment task around the portrait. Students generic portraits will be assessed by staff looking at proportion and following of guidelines.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will have a basic grasp of the essential sketching/foundation principles in drawing, now they must explore other forms of visual communication through more advanced formal elements such as Colour, proportion and value. They will cover all of the formal elements at KS3. Colour can be added to the previous sketches and used in a more academic capacity, for example through colour theory. Student’s not only explore the use and manipulation of colour through different materials (paint/oil pastel) but they learn to understand the effect of colour on the viewer, such as hot and cold colours, emotion in colour and the ‘push and pull’ dynamic between colours. Value may be pushed further through the use of techniques such as cross-hatching or pointillism, but general refinement in the application of tone and rendering can give a piece of work a more realistic or accurate account of what the artist was intending. Form builds upon student’s understanding of basic shapes. Instead of using simple shapes to build up a sketch, students begin to observe the more complex form or structure involved in artworks, in this case the human face. Students are given comprehensive guidance in producing a portrait and are free to explore material qualities fully whilst understanding a little of composition and structure. Students are able to retrieve knowledge around facial feature sketching from Year 7 and build up their confidence through accurate drawing and observation.  |

ART & PHOTOGRAPHY

Year Group 8

Half Term 4

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| Number of Hours: 6 | Topic: Traditional Portraiture |
| 1 | Artists Pastiche – Students will be introduced specifically to the movement or work of a relevant artist or group of artists. Students will look at the style and methods of the artist’s portraiture work and discuss some of the meanings behind why work was produced, and the techniques used to give accuracy and definition. They will then begin a pastiche to understand the use of colour, proportion and value more. This will be completed using an appropriate practical material such as watercolour. Today’s lesson will primarily consist of sketching out the pastiche for accuracy. Students will have done this type of exercise before and will be able to retrieve and build upon their knowledge of pastiche work over the next lesson. |
| 1 | Artists Pastiche continued – Students will be completing their pastiche this lesson with a focus on colour and using their practical material. Once the pastiche is complete students will conduct peer assessment discussing the main features they have understood about its methodology/reasons. Homework check. Artist pastiche will be assessed by staff. |
| 1 | Final Outcome – Students will now begin to make their final outcome. This will be a portrait from a selected source determined by the students, such as a self-portrait, a portrait of a family member or friend or of a popular figure in contemporary culture. This lesson will have a focus on the ground from which the portrait will be built. They will employ some of the proportional techniques such as grid lines to help gain accurate proportions but this will mainly be a very light outline sketch which can be adjusted as the portrait continues.  |
| 1 | Final Outcome progress continued – students will be looking to develop their final piece by adding tone to their set sketch. They will have access to a range of practical materials and contextual sources to help inspire them, as well as the visual image of their model. Practical materials will be demonstrated so that students understand how to be manipulate them in relation to a representational portrait. Today’s lesson will focus on refinement of key facial features and general rendering of proportions and intentions. Homework check.  |
| 1 | Final Outcome – Students will complete their final outcome this lesson focussing on finishing touches and refinement of shapes and forms whilst adding colour through paint. More fine detail work may take place in this lesson as students bring their portraits to a close. self-assessment will be completed by students– completed outcome will be assessed by staff.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will have a basic grasp of the essential sketching/foundation principles in drawing, now they must explore other forms of visual communication through more advanced formal elements such as Colour, proportion and value. They will cover all of the formal elements at KS3. Colour can be added to the previous sketches and used in a more academic capacity, for example through colour theory. Student’s not only explore the use and manipulation of colour through different materials (paint/oil pastel) but they learn to understand the effect of colour on the viewer, such as hot and cold colours, emotion in colour and the ‘push and pull’ dynamic between colours. Value may be pushed further through the use of techniques such as cross-hatching or pointillism, but general refinement in the application of tone and rendering can give a piece of work a more realistic or accurate account of what the artist was intending. Form builds upon student’s understanding of basic shapes. Instead of using simple shapes to build up a sketch, students begin to observe the more complex form or structure involved in artworks, in this case the human face. Students are given comprehensive guidance in producing a portrait and are free to explore material qualities fully whilst understanding a little of composition and structure. Students are able to retrieve knowledge around facial feature sketching from Year 7 and build up their confidence through accurate drawing and observation.  |

ART & PHOTOGRAPHY

Year Group 8

Half Term 5

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| Number of Hours: 5 | Topic: Environments |
| 1 | Students will be introduced to the idea of Environments and how they have been explored stylistically by artists. This topic will also touch upon wider themes such as environmental impacts and protest artwork/posters. This topic builds students contextual understanding having already gained knowledge of perspective, distance and depth in an image, through the manipulation of space, shape, line and composition in Year 7. Students will have the opportunity to explore drawing work around the ideas of a vanishing point, foreshortening, horizontal and vertical lines and vanishing points as well as be introduced to key art historical images/movements relating to Environments that utilise these key principles. Drawing work will focus mainly around the ideas of Yellena James as an artist study.  |
| 1 | Students will begin their Yellena James pastiche looking at her illustrative style and how she explores and abstracts ocean environments. They will add suitable tone and colour to refine the image and emphasise its use of depth and distance. Students will conduct peer assessment around their understanding of compositional techniques and perspective. Today’s task will be to begin sketching out key areas of shape, space and pattern. Peer assessment will take place once the pastiche work is complete. Homework check.  |
| 1 | Experimenting with pen and ink – mark making and pattern work– students will be experimenting with and manipulating ink looking and thinking about how it can be used to creature patterns and textures found in the natural environment based on the stylistic qualities of James’ work. A library of marks will be completed this lesson with greater attention paid to Q&A’s/contextual understandings. Initial marks may focus around the actual manipulation of the material such as blending, sharp marks or lines, pointillism, cross hatching etc.  |
| 1 | Experimenting with pen in relation to environmental marks – This lesson will focus on refining mark making skills into landscape scenes or sketches using the pen/ink techniques studied previously and inspired by James’ compositions. Smaller more representational scenes will be sketched using the manipulation techniques explored in the previous lesson. Some students will draw specific areas or close up from James’ work to help understand her methods and layering more. Pen experimentation will be self-assessed and will also be marked by staff. Homework check. |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Next homework will be set. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will now have a grasp of drawing a standalone object(s) and injecting this with character or emotion, now these skills can be put into a wider context by looking at an environment, even an imagined environment or space. The consideration of a wider viewpoint requires accuracy in compositional techniques such as foreshortening and perspective, but also allows students to develop their use of the final formal elements of Pattern/Texture and Space. Space is essential to the reading of an image. If a composition is too busy or to empty it can be aesthetically displeasing to the eye, the use of space to give pockets of detail and information as well as areas to rest the eye is essential to any viewer. Student’s will be able to explore this by adding areas of detail and pattern, thinking about organic and geometric shapes, building upon their colour work, as well as looking at natural textures and affects found in the landscape such as movement.  |

ART & PHOTOGRAPHY

Year Group 8

Half Term 6

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| Number of Hours: 7 | Topic: Environments |
| 1 | Students will be re-introduced to compositional techniques such as the rule of thirds, the golden ration, and other divisive measure when it comes to setting up interesting perspectives and layouts. They will begin to plan for a piece of mixed media work looking at a specific environment. This lesson will focus mainly on the comparison of marks achieved when looking at digital sources or images relevant to students final design ideas, for example, what pattern may occur on a coral reef, or on a sea creature. |
| 1 | Students will continue to explore their design and will build upon the materials used. Last lesson a comprehensive sketch will have been completed, this lesson will see the development of tone and more refined shapes and lines. Students may choose to add a compositional ground to the work using mixed media if this is appropriate to their studies. Homework check. |
| 1 | Students will complete their design sketch and plan in detail by refining their use of texture and pattern work whilst exploring space and compositional values. A paint wash may be applied once comparisons back to artist’s work have been made, methods and inspiration will be held verbally. Work will be peer assessed. Design ideas will be assessed by staff |
| 1 | Final Outcome- drawing the layout/plan – students will be working on a larger scale to produce a final painting in the style of the Yellena James inspirations they have studied so far. This will be of an imagined/secondary source environment of their choosing. This lesson will focus on setting up an interesting composition and ensuring all proportions are correct. This may take the form of a montage of several sites of interest to students. Homework check.  |
| 1 | Final Outcome – development of tone and colour – students will begin adding tone and colour using initially graphite and then working an underpainting up in watercolour and finally adding defined line marks in pen. Stronger tones of colour can be added as work progresses. Students may require access to digital media to remind themselves of sites of specific interest to them within their composition.  |
| 1 | Completion of Final Outcome in pen – students will refine their mark making and overall composition. Students will ensure that the composition is balanced and that textures are appropriate to their intentions. This work will be self-assessed. Staff will also be assessing this work.  |
| 1 | Homework Deadline and assessment lesson – Students will provide their homework project for assessment. This includes self, peer and group assessment in the form of a gallery of artwork. Discussion and Q&A about how homework can be improved moving forward and an opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is assessed by staff. |
| Reasons behind order of topic in this half term |
| Student’s will now have a grasp of drawing a standalone object(s) and injecting this with character or emotion, now these skills can be put into a wider context by looking at an environment, even an imagined environment or space. The consideration of a wider viewpoint requires accuracy in compositional techniques such as foreshortening and perspective, but also allows students to develop their use of the final formal elements of Pattern/Texture and Space. Space is essential to the reading of an image. If a composition is too busy or to empty it can be aesthetically displeasing to the eye, the use of space to give pockets of detail and information as well as areas to rest the eye is essential to any viewer. Student’s will be able to explore this by adding areas of detail and pattern, thinking about organic and geometric shapes, building upon their colour work, as well as looking at natural textures and affects found in the landscape such as movement.  |

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| Reasons behind order of topics in this Year |
| The topic’s follow a natural flow through the development of the formal elements. This also builds upon the level of challenge set in year 7. Student’s start with the essential elements of line, shape and tone. These are most common place in sketches and developmental work, giving any visual work a good foundation. From this they begin to add detail and character using colour, greater rendering and detail and more advanced forms, often making lines more fluid and accurate through greater observation. Finally, students use a wider viewpoint to ground their work in a context. Space and compositional techniques are explored to give depth to their work whilst the use of pattern and texture allows students to develop their mark making ability. Overall students have had the opportunity to explore and manipulate the key formal elements which make up a successful piece of artwork as well as developing their use of a variety of key materials across KS3.  |