

## ART & PHOTOGRAPHY

### Year Group 8

#### Half Term 1

Number of Hours: 8	Topic: Natural Forms
1	<p>Student's set up sketchbooks looking at assessment and feedback codes linked to their learning journeys. Homework 1 is set 'Origami Gardens' and documented in planners. Class expectations, health and safety and behaviours/attitudes are recapped. Students are introduced to the theme of Natural Forms in Art through observational drawing – question and answer session on this and the beginning of a title page including appropriate words/definitions and drawings of natural objects such as leaves, pine cones etc. for decoration. Drawing tasks are built around retrieval after the summer holidays and getting back up to speed with drawing behaviours and key skills around observation and the application of some of the formal elements.</p> <p>Depending on the day of the week term starts this may not happen until the calendar week 2 – for example, if whole school starts on a Thursday then those classes who have lessons on a Monday-Wednesday will begin in week 2. This should be compensated for by individual classroom teachers in their pace of lesson and preparation</p> <p>SURFACE LEARNING OPPORTUNITY</p>
1	<p>Students complete introductory title page tasks adding the final decoration and consolidating quick sketching knowledge from Y7. Digital media may be needed to draw from although the department is good at providing real, first hand sources to work from. Peer discussions around the theme and general skills base/how to improve after the summer break will occur. Students will be building on previous skills involving tone, colour and proportion (retrieval practice).</p> <p>SURFACE LEARNING OPPORTUNITY</p>
1	<p>Development of drawing skills – students begin to focus on the manipulation of shape through line drawing and close observation. Students are taught techniques around observing an object closely and exploring perspective and proportion accurately. This builds upon their previous drawing 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 using pencil to begin with and advancing into material experimentation in the coming project. Q&amp;A sessions used to critique group work, challenge misconceptions and promote high quality development, skills and techniques. (Key Assessment Task 1) DIT Sheets should be stuck in books and key definitions section completed this lesson. Homework understanding review.</p> <p>SURFACE/DEEP LEARNING OPPORTUNITY</p>
1	<p>Development of Tone – students spend this lesson applying tone to basic shapes and mark making 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/to best effect when creating specific marks and are introduced to different grades of pencil and the marks they</p>

	<p>create. Students retrieve knowledge around pencil exploration and begin broadening their understanding of other drawing materials by such as pen in the coming lessons. This requires a different set of skills especially around adding tone through cross hatching. (Key Assessment Task 1) <b>Self-assessment</b> carried out by students at the end of the lesson.</p> <p><b>Lessons this week may be disrupted by the introduction of a cross-curricular lesson based on European Day of Languages.</b></p> <p><b>SURFACE LEARNING OPPORTUNITY</b></p>
1	<p>Completion of Tone and mark making worksheet with additional material experimentation – 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. Once the worksheet is completed students should begin to apply their tonal learning to their natural form drawings, looking at accurate application of tonal qualities and mark making. (Key Assessment Task 1) Homework understanding review.</p> <p><b>SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>
1	<p>Continued application of Tone to a Natural Form(s) and refinement of finished drawing – students spend the lesson retrieving what was previously learned about the application of tone and applying 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/mark making. (Key Assessment Task 1). <b>Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets.</b></p> <p><b>SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>
1	<p>Manipulating colour through tone and mark making – this lesson student’s will begin to look at how coloured tone can be manipulated with a view to adding this to a piece of drawing work in the coming weeks/lessons. 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. Homework understanding review.</p> <p><b>SURFACE LEARNING OPPORTUNITY</b></p>
1	<p>Development of coloured tone experimentation with a range of materials – this lesson student’s will complete their coloured tone and mark making worksheet tasks. 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.</p> <p>Homework Deadline and assessment lesson (Homework 1 - ‘Origami Gardens’). Next homework will be set (Homework 2 – Close-up Natural Forms Drawing/Literacy/Quiz). Discussion and Q&amp;A about how homework can be improved moving forward and an</p>

	<p>opportunity to act upon homework feedback in class with regards mood boards or analytical work. Homework project is checked by staff on FROG/in class to ensure work has been handed in.</p> <p><a href="#">SURFACE LEARNING OPPORTUNITY</a></p>
Reasons behind order of topic in this half term	
<p>Students are recalling and developing the basic techniques of drawing based on Y7 and the KS1/2 curriculum, the planning for which has been devised by DC and other SL's within the Trust. They will cover all of the formal elements at KS3. The foundation of the formal elements and the Art curriculum as a whole is based on advice linked to high performance at KS4 and KS5 by an AQA representative, KS2 planning days with Trust wide schools, OFSTED report's on Art education such as "Making a Mark" and "Drawing Together", external report on Art education from "Artworks" as well as the National Curriculum. 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 and KS1/2. The key assessed task this half term will focus on an observational drawing of a Natural Form utilising the three key elements above as well as material experimentation/exploration of techniques and observational skill/accuracy.</p>	

## ART & PHOTOGRAPHY

### Year Group 8

#### Half Term 2

Number of Hours: 7	Topic: Natural Forms
1	<p>Completion of colour manipulation – 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/colour splash but greater colour theory will be studied more in depth later in the year. This lesson will focus on the application of mark making techniques studied in previous lessons and applying this knowledge to a piece of Natural Forms work, for example, a coloured painting of flowers or other such small coloured studies. Homework 2 is recapped (<a href="#">Homework 2 – Close-up Natural Forms Drawing/Literacy/Quiz</a>).</p> <p><a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a></p>
1	<p>Contextual study – Natural Forms artists Amiria Gale and the exploratory use of form, tone and colour – Students will be introduced to an appropriate natural forms artist with an interest in mark making and colour experimentation. An artist pastiche will be carried out – this may take the form of a close-up study or several small box studies relating to a piece of work. This lesson will be primarily used for sketching out of the composition/generally planning and looking at areas of interest within a</p>

	selected piece of the artist work. <a href="#">Literacy/Oracy Focus linked to contextual work "Write like an Artist"...</a> (Key Assessment Task 2) Literacy Task is marked looking at SPAG. <a href="#">Written staff feedback and corrections are given.</a> Staff document scores on marksheets. <a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a>
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 adding finer details and ensuring all comments are written clearly and feedback has been acted upon. Students will be learning how to explore the material and the properties of colour in the same way the artists studied have done. Pastiche work and understanding of contextual source is assessed by staff verbally in class through the use of Q&A linked to the artists practices. <a href="#">Literacy/Oracy Focus linked to contextual work "Write like an Artist"...</a> (Key Assessment Task 2) Literacy Task is marked looking at SPAG. <a href="#">Written staff feedback and corrections are given.</a> Staff document scores on marksheets. Homework understanding review. <a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Sketched composition 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. Staff should provide students with relevant visual material to help with balancing natural forms objects in a composition, this may take the form of a photographed composition, differentiated by staff to make some compositions hard or easier depending on the ability level of the individual student. <a href="#">DIT Sheets should be stuck in books and key definitions section completed this lesson.</a> (Key Assessment Task 3). <a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Development of a Natural Forms Outcome looking at base layers and light tones – 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, a base layer of very transparent watercolour tone. Additional layers may be added once areas are dried. Students should focus on and begin with the lightest areas of the composition this lesson. Staff modelling of techniques will occur. <a href="#">Peer-assessment carried out by students at the end of the lesson.</a> (Key Assessment Task 3). Homework understanding review. <a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Refinement of a Natural Forms Final Outcome looking at darker tones – The final outcome of the project will be further advanced with a focus on refinement of materials and darker tones. Students will look at cast shadow to ground the objects in the composition. Staff modelling of techniques will occur. (Key Assessment Task 3). <a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Completion of Natural Forms Final Outcome looking at the application of finer detail – this lesson student will use a small paint brush or even work into their work with some water soluble pencils to achieve some of the finer marks/detailing on the surface of their natural forms. (Key Assessment Task 3). <a href="#">Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their</a>

	<p>marksheets. <u>Students will complete their end of term evaluations on the inside cover sheet of their sketchbooks and link progress to their KS3 learning Journey.</u></p> <p>Homework Deadline and assessment lesson (Homework 2 - Close-up Natural Forms Drawing/Literacy Task/Quiz). Next homework will be set (Homework 3 – Illustrated Envelopes – Mark Powell). Discussion and Q&amp;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 checked by staff on FROG/in class to ensure work has been handed in.</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p>
Reasons behind order of topic in this half term	
<p>Students are recalling and developing the basic techniques of drawing based on Y7 and the KS1/2 curriculum, the planning for which has been devised by DC and other SL's within the Trust. 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 and KS1/2 This half term also sees students building in colour to their work and experimenting with more advanced materials such as watercolour paint. Work is also linked to a key context in Amiria Gale and other appropriate Natural Forms artists. The key assessed tasks this half term will focus on a literacy task based on a natural forms artist and a complete final outcome looking at a Still Life natural forms composition which will include material experimentation/exploration of appropriate techniques and observational skill/accuracy. This is in addition to the first half terms assessment of a tonal drawing of a natural form. A holistic view of these marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.</p>	

## ART & PHOTOGRAPHY

### Year Group 8

#### Half Term 3

Number of Hours: 6	Topic: Traditional Portraiture
1	Students will be introduced to the topic of realistic or traditional 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. Homework 3 is recapped ( <a href="#">Homework 3 – Illustrated Envelopes – Mark Powell</a> ). <a href="#">DIT Sheets should be stuck in books and key definitions section completed this lesson.</a> ( <a href="#">Key Assessment Task 4</a> ). <a href="#">SURFACE LEARNING OPPORTUNITY</a>
1	Students will be looking at improving their use of form in their drawings developing their knowledge from basic shapes. 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 emphasise and render the shape of the object/forms. Teacher modelling will task place around key feature drawings. ( <a href="#">Key Assessment Task 4</a> ). <a href="#">Self-assessment carried out by students at the end of the lesson.</a> <a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Students will be completing their facial feature developments by adding subtle coloured skin tones to their sketches. The structure and greyscale tone will be complimented by soft skin tone washes using coloured pencil. Students will complete several observations of each facial feature from different angles such as straight on, three quarter, and in profile. Teacher modelling will task place around the addition of coloured tone. ( <a href="#">Key Assessment Task 4</a> ). <a href="#">Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets.</a> Homework understanding review. <a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a>
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 and techniques they may have employed in the pursuit of their accurate portraits. This will only be visually for now as students will be completing an artist pastiche later in the project but will help lend context to their learning. This lesson student's will draw an outline structure of the face adding in roughly sketched features which will be refined in the coming lessons. The key here it to achieve accurate proportion and placement within the wider face structure. Students will be

	<p>given a demonstration of structural techniques to follow to ensure proportions are accurate. This will be a basic line drawing to being with.</p> <p><a href="#">SURFACE LEARNING OPPORTUNITY</a></p>
1	<p>This lesson student's will be adding tone, value and rendering to their portrait in order to emphasise key shapes and forms. Students will aim to add darker shadows and subtle tones to try and emphasise the contours of the face and facial features. Students will determine a light source for their portrait. Mark making linked to the manipulation of the pencil and grades of pencil (retrieval practice from Y7) may also be explored to achieve different surface textures. Modelling will occur where staff add tone to their own example portrait. Homework understanding review.</p> <p><a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a></p>
1	<p>Completion of student's portraits with the addition of subtle colour. Students will complete their generic portrait by filling the composition with colour and refined marks. Colour will be linked to more representational subtle skin tones and the idea of building up subtle shade by layering colours. Modelling will occur where staff add colour to their own example portrait. Homework Deadline and assessment lesson (<a href="#">Homework 3 – Illustrated Envelopes – Mark Powell</a>). Next homework will be set (<a href="#">Homework 4 – Close-up of an Eye in Colour/Literacy Task/Quiz</a>). Discussion and Q&amp;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 checked by staff on FROG/in class to ensure work has been handed in.</p> <p><a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a></p>
Reasons behind order of topic in this half term	
<p>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 (retrieved from Y7). Student's not only explore the use and manipulation of colour through different materials, 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 at the beginning of the half term. 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. This unit stretches students to really look and make their work look like something in reality and also how facial features interact with one another in terms of scale/proportion. Colour is also treated with more control and subtlety. This half term sees one piece of assessment work around the production and refinement of key facial feature drawings. A holistic view of these marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.</p>	



## ART & PHOTOGRAPHY

### Year Group 8

#### Half Term 4

Number of Hours: 6	Topic: Traditional Portraiture
1	Artists study and Pastiche samples – Students will be introduced specifically to the movement or work of a relevant artist or group of artists, in this instance Mark Powell. 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, value and definition. They will then begin pastiche samples to understand the use of marks, proportion and value more. This will be completed using an appropriate practical material such as pen. Today's lesson will primarily consist of sketching out the pastiche samples for accuracy and adding key definitions/pieces of writing related to the artist and their practices. 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. Homework 4 will be recapped ( <a href="#">Homework 4 – Close-up of an Eye in Colour/Literacy Task/Quiz</a> ). <a href="#">Literacy/Oracy Focus linked to contextual work "Write like an Artist"...</a> ( <a href="#">Key Assessment Task 5</a> ) Literacy Task is marked looking at SPAG. <a href="#">Written staff feedback and corrections are given</a> . Staff document scores on marksheets. <a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Artists study and Pastiche work completed – Students will be completing their pastiche and definition work this lesson with a focus on replicating the artist use of a practical material, in this instance pen mark making. Pastiche work and understanding of contextual source is assessed by staff verbally in class through the use of Q&A linked to the artists practices. <a href="#">Literacy/Oracy Focus linked to contextual work "Write like an Artist"...</a> ( <a href="#">Key Assessment Task 5</a> ) Literacy Task is marked looking at SPAG. <a href="#">Written staff feedback and corrections are given</a> . Staff document scores on marksheets. <a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Final Outcome sketch – 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. Retrieval task from their facial features work before half term will be used. Staff modelling will focus on the outline sketching of a face. <a href="#">DIT Sheets should be stuck in books and key definitions section completed this lesson</a> . ( <a href="#">Key Assessment Task 6</a> ). Homework understanding review. <a href="#">SURFACE LEARNING OPPORTUNITY</a>
1	Progress of Final Outcome looking at setting proportions and clear features with some subtle greyscale tone – students will be looking to develop their final piece by adding tone to their set sketch and adding stronger lines with the removal of construction



	<p>lines from last lesson. They will have access to a range of drawing materials and will focus on key light and dark areas of tone and value. 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 – this will be modelled by staff. <u>Peer-assessment carried out by students at the end of the lesson.</u> (Key Assessment Task 6).</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p>
1	<p>Final Outcome focus on mark making in hair and use of line – Students will complete the hair on their final outcome this lesson focussing on the use of continuous, flowing line or mark making to reference the difference in texture between the hair and the face/facial features. More fine detail work may take place in this lesson as students bring their portraits to a close. Staff will model the best techniques for drawing accurate hair and adding tone through texture and mark making. Homework understanding review. (Key Assessment Task 6).</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p>
1	<p>Final Outcome focus on subtle colour – Students will complete their final outcome this lesson focussing on the addition of subtle skin colour/tone a skill retrieved from previous learning in the term. Coloured tone and blending of colours will be needed in the refinement of the portrait. Modelling of the application of subtle tone will take place from staff. (Key Assessment Task 6). <u>Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets. Students will complete their end of term evaluations on the inside cover sheet of their sketchbooks and link progress to their KS3 learning Journey.</u></p> <p>Homework Deadline and assessment lesson (Homework 4 – Close-up of an Eye in Colour/Literacy Task/Quiz). Next homework will be set (Homework 5 – Weird Fish). Discussion and Q&amp;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 checked by staff on FROG/in class to ensure work has been handed in.</p> <p>DEEP/TRANSFER LEARNING OPPORTUNITY</p>
Reasons behind order of topic in this half term	
<p>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 (retrieved from Y7). Student's not only explore the use and manipulation of colour through different materials, 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 at the beginning of the half term. 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</p>	

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. This unit stretches students to really look and make their work look like something in reality and also how facial features interact with one another in terms of scale/proportion. Colour is also treated with more control and subtlety. This half term sees two pieces of assessment work around the production of a literacy/pastiche task linked to the portrait artist Mark Powell and also the completion of a final portrait drawing. A holistic view of these marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.

## ART & PHOTOGRAPHY

### Year Group 8

#### Half Term 5

Number of Hours: 5	Topic: Environments
1	<p>Artists study and Pastiche samples - Students will be introduced to the idea of Environments and how they have been explored stylistically by artists, focussing on the work of Yellena James. 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 over the coming topic. In today's lesson students will begin pastiche samples to understand the use of marks, textures/pattern, composition/space and colour. This will be completed using an appropriate practical material such as coloured pen. Today's lesson will primarily consist of sketching out the pastiche samples for accuracy and adding key definitions/pieces of writing related to the artist and their practices. 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. Homework 5 will be recapped (<a href="#">Homework 5 – Weird Fish</a>). <a href="#">Literacy/Oracy Focus linked to contextual work "Write like an Artist"...</a> (<a href="#">Key Assessment Task 7</a>) Literacy Task is marked looking at SPAG. <a href="#">Written staff feedback and corrections are given</a>. Staff document scores on marksheets.</p> <p><a href="#">SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</a></p>
1	<p>Completion of Artists study and Pastiche samples. This lesson will focus on completing key definitions and focussing on refinement of marks and small pastiche studies/samples related to the work of Yellena James. This is excellent preparation for the forthcoming pastiche of James' work on a larger scale. 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. <a href="#">Literacy/Oracy Focus linked to contextual work</a></p>

	<p><i>“Write like an Artist”... (Key Assessment Task 7)</i> Literacy Task is marked looking at SPAG. <b>Written staff feedback and corrections are given.</b> Staff document scores on marksheets.</p> <p><b>SURFACE/DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>
1	<p>Students will begin their Yellena James pastiche looking at her illustrative style and how she explores and abstracts ocean environments. Today’s task will be to begin sketching out key areas of shape, space and pattern. This will mainly be using pencil and students will then work over the top with stronger materials such as pen/ink in the coming weeks. Staff will provide visual examples of James’ work and model the initial sketch from this image. Homework understanding review. Retrieval task from their landscapes sketching in Y7 will be used. <b>DIT Sheets should be stuck in books and key definitions section completed this lesson. (Key Assessment Task 8).</b></p> <p><b>SURFACE LEARNING OPPORTUNITY</b></p>
1	<p>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 alongside pastiche work this lesson with greater attention paid to Q&amp;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. <b>(Key Assessment Task 8). Self-assessment carried out by students at the end of the lesson.</b></p> <p><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>
1	<p>Completion of pastiche work - This lesson will focus on refining mark making skills and inputting what has been learned from the library of marks last week into the pastiche based on the selected image of James’ work. Smaller close-ups may be pursued if a larger pastiche is completed as an extension task. Some students will draw specific areas or close up from James’ work to help understand her methods and layering more. <b>(Key Assessment Task 8). Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets.</b></p> <p>Homework Deadline and assessment lesson (<b>Homework 5 – Weird Fish</b>). Next homework will be set (<b>Homework 6 – Scarpace Close-up/Literacy Task/Quiz</b>). Discussion and Q&amp;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 checked by staff on FROG/in class to ensure work has been handed in.</p> <p><b>DEEP/TRANSFER LEARNING OPPORTUNITY</b></p>
Reasons behind order of topic in this half term	
<p>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. Students will study all of formal elements at KS3. 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 too empty it can be</p>	

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/under water environment such as movement. Again, this builds on the fundamental principles studied at this same time in Y7 relating to their landscape work so recall/retrieval is key. This half term sees two pieces of assessment work around the production of a literacy/pastiche task linked to the environments illustrator/artist Yellena James and also the completion of a pastiche study linked to the same artist. A holistic view of these marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.

## ART & PHOTOGRAPHY

### Year Group 8

#### Half Term 6

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 measures when it comes to setting up interesting perspectives and layouts. Retrieval practice from before half term and also Y7 Landscape topic will be key here. 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. This lesson may take the form of a collage/sketched design based on key imagery from their artist work prior to half term. A focus on line, shape and space/composition will be the priority today with additional refinement and detailing coming next week. Homework 6 will be recapped ( <a href="#">Homework 6 – Scarpase Close-up/Literacy Task/Quiz</a> ). <a href="#">SURFACE LEARNING OPPORTUNITY</a>
1	Students will continue to explore their design idea and complete it this lesson. Students will build upon the materials used in layers. Last lesson a comprehensive sketch will have been completed, this lesson will see the development of tone and more refined shapes, strong, old lines and colour. Students may choose to add a compositional ground to the work using mixed media if this is appropriate to their studies. <a href="#">DEEP/TRANSFER LEARNING OPPORTUNITY</a>
1	Development of Final Outcome. Using the design idea planned out by students over the previous two weeks, students will begin to sketch up their final outcome onto a larger scale. This lesson will focus primarily on the scale of the work with a loose line sketch and possibly the addition of some background collage materials if appropriate. Retrieval will focus around previous design

	idea work from their landscape project in Y7. Modelling from staff will include discussion/Q&A around what makes a good composition, linked to the work of James. Homework understanding review. <b>DIT Sheets should be stuck in books and key definitions section completed this lesson. (Key Assessment Task 9).</b> <b>SURFACE LEARNING OPPORTUNITY</b>
1	Final Outcome – development of base tone and colour – students will begin adding tone and colour using initially graphite and then working an underpainting up in watercolour/subtle coloured pencil. Stronger tones of colour can be added as work progresses but this may be more appropriate next week to allow the work to dry if wet materials have been used. Students may require access to digital media to remind themselves of sites of specific interest to them within their composition. <b>(Key Assessment Task 9).</b> <b>DEEP/TRANSFER LEARNING OPPORTUNITY</b>
1	Final Outcome – development of refined marks and pen work – students will use this lesson to initially add stronger tones/coloured tone to their work and allow this to dry/settle. Once they are happy with this they can work into certain key areas with pen, retrieving their prior knowledge around mark making libraries and organic shapes/forms. Staff to model key layering techniques when it comes to combining materials. Homework understanding review. <b>(Key Assessment Task 9).</b> <b>Peer-assessment carried out by students at the end of the lesson</b> <b>DEEP/TRANSFER LEARNING OPPORTUNITY</b>
1	Final Outcome – Development of collage materials and mixed media surfaces – 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. Students may wish to collage coloured paper/tissue paper to give texture, even build up appropriate imagery related to environments. <b>(Key Assessment Task 9).</b> <b>DEEP/TRANSFER LEARNING OPPORTUNITY</b>
1	Completion of mixed media final outcome – Students will complete their final mixed media outcome today looking at refining marks that may have been lost or changed in the collaging process. Equally certain areas may need to be worked into as students will have a greater understanding of what their final outcome will look like by now. All previous materials will be made available to students so they can be selective as to what they would like to work into this lesson to refine their work to the best of their ability. Staff will model final expectations using visual sources and retrieval practice will take place linked to all previous final outcomes. <b>(Key Assessment Task 9).</b> <b>Work is assessed by staff, DIT codes are completed in response to staff feedback – staff check on a one-to-one level. The assessment loop is closed for this piece of work. Staff document scores on their marksheets. <u>Students will complete their end of term evaluations on the inside cover sheet of their sketchbooks and link progress to their KS3 learning Journey.</u></b> Homework Deadline and assessment lesson ( <b>Homework 6 – Scarpase Close-up/Literacy Task/Quiz</b> ). 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 checked by staff on FROG/in class to ensure work has been handed in.

	DEEP/TRANSFER LEARNING OPPORTUNITY
Reasons behind order of topic in this half term	
<p>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. Students will study all of formal elements at KS3. 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 too 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/under water environment such as movement. Again, this builds on the fundamental principles studied at this same time in Y7 relating to their landscape work so recall/retrieval is key. This half term has one piece of assessment work around the production of a final outcome related to a mixed media environment. A holistic view of these marks will inform grading against the Trust's guiding principles in Art and Design as student's progress across the year.</p>	

Reasons behind order of topics in this Year	
<p>The topic's follow a natural flow through the development of the formal elements, from basic sketching skills linked to line, shape and tone, to more advanced explorative practice and concept linked to colour, space and texture/pattern. 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 and refinement of outcome work. 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. Staff regularly use modelling of skills, techniques and visual examples to aid learning and expectations. Retrieval practice is also evident each week, sometime student retrieve what has been learned within a short time frame and at other points they are asked to think back to previous years and Key stages. End of term evaluations are regularly reviewed and documented and this also gives a chance for learners to review their place on the St. Anthony's Learning journey, reflecting on past work and looking forward to future practices.</p>	

## BCCET KS3 Guiding Principles for Assessment in Art & Design

<b>BCCET KS3 Art &amp; Design Assessment Criteria</b>		<b>Record Observations</b>	<b>Explore and Experiment with Media</b>	<b>Handling Materials</b>	<b>Analyse and Evaluate</b>	<b>History of Art, Craft and Design</b>
	<b>Transfer</b>	Students demonstrate a highly developed ability when using a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	Students demonstrate a highly developed ability using a range of techniques and media, including painting.	Students demonstrate a highly developed proficiency in the handling of different materials.	Students demonstrate a highly developed ability when analysing and evaluate their own work, and that of others.	Students demonstrate a highly developed understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
	<b>Deep</b>	Students demonstrate a consistent ability when using a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	Students demonstrate a consistent ability using a range of techniques and media, including painting.	Students demonstrate a consistent proficiency in the handling of different materials.	Students demonstrate a consistent ability when analysing and evaluate their own work, and that of others.	Students demonstrate a consistent understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
	<b>Surface</b>	Students demonstrate some ability when using a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	Students demonstrate some ability using a range of techniques and media, including painting.	Students demonstrate some proficiency in the handling of different materials.	Students demonstrate some ability when analysing and evaluate their own work, and that of others.	Students demonstrate some understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.