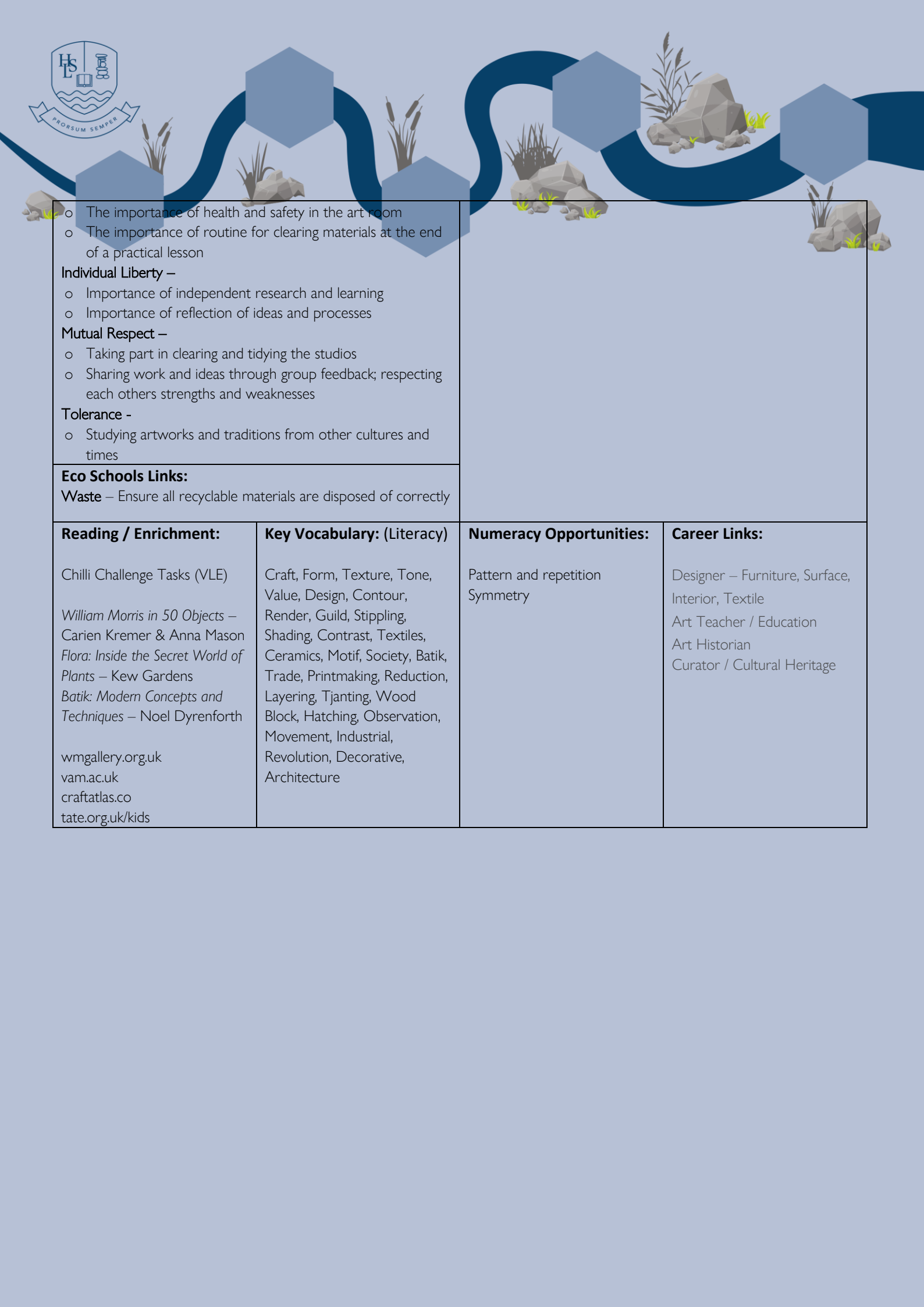
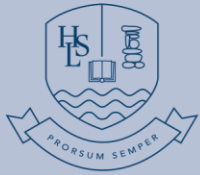


Subject: Art & Design		Year Group: Year 8	Term: 1 – Sept – Oct Half Term
Module/Theme: Elements & Principles – Baseline Project			
Topic Outline & Aims (Intent)			
<p>This brief unit of work aims to assess a student’s level of skill, observation, literacy, and ability to learn independently at the start of the year. The work produced by each student will generate a meaningful starting point and in conjunction with HSL data, will be used to set an appropriate end of year target grade.</p> <ul style="list-style-type: none"> o To further develop observational drawing skills using a range of dry materials with a focus on the rendering of forms and contour shading. o To be increasingly confident in discussing the work of others with an appreciation of cultural influences, context, purpose and meaning when analysing artworks. 			
Key Skills and Knowledge taught through this topic: (Intent)			
<ol style="list-style-type: none"> 1. Explore and refine application of tone using mark making to show contour and texture using a range of materials 2. Compare and contrast ideas, methods, intention, and historical context in the work of others 3. Draw from direct observation, applying experience of self-evaluation materials and processes to develop the control of tools and techniques 4. Develop subject knowledge through discussion, independent research, and literacy tasks 5. Reflect on and adapt work in response to research, feedback, and personal insights 			
Prior Learning: (Context)	Future Learning: (Context)	National Curriculum Links: (Context)	
<p>KS2: Students have experience of drawing from direct observation. Students understand the element of shape and can differentiate between 2D and 3D forms. Students have been introduced to the work of several artists and art forms.</p>	<p>KS3: An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Analysis tasks establish an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds.</p> <p>KS4: AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights</p>	<ul style="list-style-type: none"> o Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas. o Refine – To increase their proficiency in handling of different materials. o Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created. 	
RRSA Links:		Assessment of Learning: (Impact)	
<p>12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 14 – Freedom of Thought and Religion 17 – Access to Information 31 – Rest, Play, Culture and Arts</p>		<p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored. Key pieces of work for assessment:</p> <ol style="list-style-type: none"> 1. Spiral Drawings 2. Observational Studies 3. Artist and Artefact Analysis <ul style="list-style-type: none"> o Opportunities for self and peer reflection and assessment o Skills tracker to monitor student progress in key areas o Individual target to link to next project / future learning o Overall grade given in line with assessment criteria 	
British Values Links:			
<p>Democracy –</p> <ul style="list-style-type: none"> o Freedom to voice opinions during class feedback sessions o Votes on materials/techniques o Debates/discussions of artists work through critical studies <p>The Rule of Law –</p>			



- o The importance of health and safety in the art room
- o The importance of routine for clearing materials at the end of a practical lesson

Individual Liberty –

- o Importance of independent research and learning
- o Importance of reflection of ideas and processes

Mutual Respect –

- o Taking part in clearing and tidying the studios
- o Sharing work and ideas through group feedback; respecting each others strengths and weaknesses

Tolerance -

- o Studying artworks and traditions from other cultures and times

Eco Schools Links:

Waste – Ensure all recyclable materials are disposed of correctly

Reading / Enrichment:

Chilli Challenge Tasks (VLE)

William Morris in 50 Objects – Carien Kremer & Anna Mason
Flora: Inside the Secret World of Plants – Kew Gardens
Batik: Modern Concepts and Techniques – Noel Dyrenforth

wmgallery.org.uk
 vam.ac.uk
 craftatlas.co
 tate.org.uk/kids

Key Vocabulary: (Literacy)

Craft, Form, Texture, Tone, Value, Design, Contour, Render, Guild, Stippling, Shading, Contrast, Textiles, Ceramics, Motif, Society, Batik, Trade, Printmaking, Reduction, Layering, Tjanting, Wood Block, Hatching, Observation, Movement, Industrial, Revolution, Decorative, Architecture

Numeracy Opportunities:

Pattern and repetition
 Symmetry

Career Links:

Designer – Furniture, Surface, Interior, Textile
 Art Teacher / Education
 Art Historian
 Curator / Cultural Heritage