

Department Information:

The Art, Design and Technology Department aims to provide a stimulating and dynamic learning experience for all students. The Department's highly successful teaching and learning approaches and curricula enable students to develop passion and expertise in a wide range of art and media.

We offer a wide exploration of techniques in year 8, both technical and tactile. Students will start off each project with a baseline observation which will then develop to explore artists through artist research and eventually move on to learning to work with a new medium. Students will explore the conceptual depth behind work through the typography sculpture project, then move onto exploring the movement pop art and proportions of the face through the pop art portraits projects. Breaking boundaries and exposing our students to a more diverse range of artist, we will explore designer Yinka Shonibare and his awareness on identity and colonisation through a lino printing project.

ACHIEVE in the curriculum:

Students will continuously refine their technical drawing skill through a range of base line and drawing workshops systemically planted throughout the year.

Their medium exploration will encourage a collaborative environment due to the set-up of the classroom and resources. They will endure learning and responding to a new skill with a fresh medium.

Curriculum Aims & Intent:

Students should be able to use 3 different drawing techniques by the end of the year to help develop their understanding of proportion.

Students should become familiar with the KS3 artist analysis process and presentation.

Formal elements should be embedded in all projects and students should be consistent with the colour theory application.

Students should become familiar and be able to independently use 3 different mediums at least.

Resources:

www.tate.org.uk

<https://www.nationalgallery.org.uk/>

<https://www.saatchiart.com/>

<https://theartling.com/en/>

<https://www.npg.org.uk/>

<https://www.barbican.org.uk/whats-on/art-design>

<https://www.studentartguide.com/resources/best-art-teacher-blogs>

How we keep parents informed:

Year 8 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in March.

How parents can help their child:

Get them drawing! We encourage parents to sit down with their children for an hour or two every weekend and draw! as well as it being a great activity that the whole family can join in, it helps students practice, refine and consolidate their skills being taught in school. Choose different subject matters so there is always challenge; landscape, portrait, still-life or even abstract/imaginative observations.

Challenge: Ask your child about the conceptual depth of their work. What did they draw? Why did they draw it? What does it mean? Does the subject matter they chose hold a deeper meaning?

What we study and when: Project One – Typography Sculptures					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Introduction to Art & Design	Lesson 1: Intro lesson Rules & classroom etiquette, do it now.			
1	Baseline observational assessment	Lesson 1 & 2: A5 Base line Line/tonal drawing of building an eye.	Complete the observational drawing for home learning.	Mark sheet to be attached to work. Tick/circle, next steps, grade.	
1	Introduction to project & pastiche.	Lesson 3 - 4: Intro & pastiche Introduction to the project, complete a pastiche inspired by the work of one the artists. Bob & Roberta Smith, Ben Eine or Roy Lichenstein.	Complete for home learning	Self-reflection WWW/EBI	Bob & Roberta Smith Ben Eine Roy Lichenstein
1	Typography Research	Lesson 5 - 6: Exploring typography Complete a page repeating your name 5 times. Each time students should explore a different font.			Bob & Roberta Smith Ben Eine Roy Lichenstein
1	Developing your outcome	Lesson 7 - 10: Outcome Complete your name on cardboard. This should be closely referenced from the front page.			
2	Constructing your sculpture	Lesson 11 - 12: Structure Construct a sculpture or 2D outcome by cutting out the letters.	Set final lesson – complete for home learning.		
2	Evaluation	Lesson 13: Evaluation of outcome and present all work.		Grade on work using tick/circle sheet.	
2	Refine	Lesson 14: Refine all outstanding work.			
2	Literacy test	Exploring keywords, process and terminology on google forms.		Marks to be accumulated by google form	

What we study and when: Project Two – Pop Art Portraits					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links

3	Baseline observational drawing	Lesson 1-2: Baseline Line/tonal drawing of building an eye.	Complete the observational drawing for home learning.	Mark sheet to be attached to work. Tick/circle, next steps, grade.	
3	Facial proportions	Lesson 3 - 4: Proportions of the face. Students will create a diagram dissecting a face to understand the placement of features.	Take a selfie of your face and email to the teacher.		Teachers – specialists. Portraiture artists.
3	Outline of the face	Lesson 5: Drawing the outline of your face. Use grid method.			Andy Warhol
3	Building in facial features and tone.	Lesson 6 - 7: Add features & tone.			
3/4	Develop your portrait into a pop art outline	Lesson 8 - 11: Trace yourself and recreate your portrait in the style of Roy Lichenstein's Pop Art movement.			Roy Lichenstein
4	Pop art experimentation	ABOVE: Lesson 9: Practice on experiments with patterns, colours and text.			Roy Litchenstein Andy Warhol
4	Evaluation	Lesson 11: Evaluation Complete an evaluation of your outcome & present with an image of the finished piece.		Self-assessment WWW/EBI	
				Grade	
4	Literacy test	Exploring keywords, process and terminology on google forms.		Marks to be accumulated by google form	

What we study and when: Project Three – Yinka Shonibare Prints

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
5	Baseline observational assessment	Lesson 1 - 3: Baseline Observation: Complete a tonal observation in colour of tribal African masks. Potential of using water colour as the base and building colour pencil on top	Create a digital mood board of chosen plants. Bring in next lesson.	Mark sheet to be attached to work. Tick/circle, next steps, grade.	African voodoo masks Yinka Shonibare
5	Idea development exploring composition	Lesson 4 - 5: Idea Development: To explore composition and space inspired by the artist Yinka	Complete for home learning.		Yinka Shonibare

		Shonibare. Complete 4 different ideas for your outcome.			
5	Design Ideas	Lesson 6: Design Ideas: To select the most successful design and draw on paper and transfer into Lino.			
5	Lino & ink experimentation	Lesson 7: Practice how to ink print. Using small piece of Lino.			
5/6	Lino cutting	Lesson 8: Cut the design into the Lino.			
6	Printing using lino	Lesson 9 - 10: Print Lino.			
6	Evaluation	Lesson 11: Evaluation Complete an evaluation of your outcome & present with outcome		Self-assessment WWW/EBI	
				Working at grade.	
6	Refine	Lesson 15: Refine Complete and refine all outstanding work.			
6	Literacy test	Exploring keywords, process and terminology on google forms.		Marks to be accumulated by google form	