



## Curriculum Intent

The Formal Elements covered in Year 7 (*line, shape, colour, tone and form*) will be revisited throughout Year 8 to reinforce understanding.

In Year 8 students will focus on the Formal elements of FORM and TEXTURE. A variety of media and techniques will be employed. Students will complete two main pieces of work in the year. As well as the two final pieces, students will produce relevant visual and written research and design studies. Some of the visual research must be from primary sources.

Teachers can select a theme that enables students to produce all the aforementioned supporting work for the final pieces.

Possible themes:-

**Buildings | Animals | Skulls | Still Life**

## September – January - PERSPECTIVE

In Year 8 students will learn how to create FORM on a 2D surface and how to create FORM using a 2D material.

Firstly, students will learn about different types of perspective and how to use weight of line and desaturation of colour to accentuate perspective in 2D work.

Students will learn how to create form on a flat surface by using

- One-point perspective
- Two-point perspective
- Three-point perspective

Students will also learn how to produce studies of elliptical objects viewed from different perspectives.

## Knowledge, understanding & Skills

We continue to teach our students skills that enable them to progress through KS4 and sixth form Art courses.

Just as in year 7, they will be encouraged to develop the following:

**AO3 - Record** ideas, observations and insights relevant to intentions as work progresses

**AO1 - Develop** ideas through investigations, demonstrating critical understanding of sources

**AO2 - Refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

**AO4 - Present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Once students have completed a number of drawing exercises, covering different aspects of perspective, they will produce a still life study that encompasses all they've learnt so far.

## What does excellence look like?

- Drawings demonstrate accurate use of one, two and three point perspective.
- Drawings show precisely drawn ellipses.
- Drawings show a good understanding of the relationship between objects.



## How will we assess impact? (2D)

- Drawing skills
- Research skills
- Design skills
- Ability to review and refine their pictures
- Ability to select ambitious solutions when developing ideas



In Year 8 students are developing a more sophisticated use of the formal elements.

There will also be more decision making. They will undertake more complex and ambitious projects that combine several formal elements.

This scheme of work is based around refining observational skills when drawing from life and exploring the relationship between objects on the page.

Students will also refine their photography skills and develop a more mature understanding of composition through photography.

## February - July | 3D work



### Students will learn:-

- Students will learn how to create a 3D structure using a 2D material such as corrugated cardboard.
- Students will learn how to design a mask based on their visual research.
- Students will learn how other cultures created masks and then incorporate some of their findings into their own art.
- Students will learn how to use different materials and techniques to create features and surfaces on their mask.
- Students will continue to learn how to make judgements about their work that will enable them to refine their ideas.
- Students will learn how to use equipment such as craft knives and hot glue guns safely.



### What does excellence look like?

- Precisely rendered structure
- Precision in use of media
- Proficient use of materials
- Imaginative development of ideas
- Considered refinement of ideas
- Considered adjustments to final piece

### How is homework used to enhance learning? (3D)

For homework students will produce research studies on a given theme.

They will also produce some of their design ideas at home.



## How will we assess impact? (3D)

- Research skills
- Design skills
- Ability to review and refine their designs
- Ability to use specialist tools safely
- Ability to use 2D materials to create a 3D object



### Knowledge, understanding & Skills (3D)

In their sketchbooks students will produce observational studies on a given theme.

Where possible some of these studies should be from primary sources.

Working from their studies, students will create mask designs that incorporate visual elements from their research and acquired knowledge from their research project.

Students will refine their designs and select one that they will develop into a 3D mask.

Students will create a mask that consolidates their learning and understanding.

## International Opportunities

### Visits Programmes

- Avignon, France: Sketching of La Chartreuse.
- Arles, France - Van Gogh tour of town and famous art works
- Wiesbaden, Germany: Gutenberg printing Museum.
- Schloss Freudenberg – Early 20th Century villa restored as a work of art with tours and art events.
- Madrid, Spain: Museo Reina Sofia & Pottery painting
- Jerez, Spain, Museo del títere - puppet museum

### Within the curriculum

Students will look at a number of international artists including:-

- Vladan Nikolić
- Franz Marc
- Joshua Gluckstein
- Jozef Mrva
- David Lozeau
- José Guadalupe Posada
- Vincent van Gogh
- Marcello Barenghi

