

Marriotts School Schemes of Learning

Subject 2016-17



Learning and undertaking activities in art and design contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.

In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to

think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

Year (8) –(Art) Key skills

| Unit Range and Content | Assessment | Prep – Range and Content | Cross-Curricular Links SMSC |
|--|---|---|---|
| Block 1 | Block 1 | Block 1 | |
| <p>Portraiture:</p> <ul style="list-style-type: none"> • Intro into Portraiture: Title page • Drawing the eye • Drawing the mouth • Drawing the nose and ear • Collage of eye- Pupil and Iris • Collage of eye- Detail in Iris • Collage of eye- Skin tone • Collage of eye-Evaluate | <p>Assessment 1 – Peer- Drawing of the eye</p> <ul style="list-style-type: none"> • Sketching • Outline Shape • Proportion • Detail • Texture • Tone <p>Assessment 2- Collage of the eye</p> <ul style="list-style-type: none"> • Technique • Tone • Texture • Creative risk <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities <p>Key Processes</p> <ul style="list-style-type: none"> • Observation-Primary and Secondary | <ul style="list-style-type: none"> • Contemporary Art • <u>Resources</u> • Images • Pencil • Sheets • Artist research <p><u>Homework</u></p> <ul style="list-style-type: none"> • Practice drawing feature • Draw into blank eye Esher inspired reflection • Research Chuck Close • Complete collage of eye | <ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology –eyes • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, blending, layering, atmosphere, reflective, realism. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements represent each other through self portraits and what the artists are trying to capture, including details and varying levels of realism within their work.</p> |

| Block 2 | Block 2 | Block 2 | |
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| <p>Portrait:</p> <ul style="list-style-type: none"> • Celebrity portrait – Outline • Celebrity portrait – Tone • Celebrity portrait- Detail • Self Portrait- Outline • Self Portrait- Tone • Self Portrait- Detail • Self Portrait- Refine • Self Portrait- Evaluate | <p>Assessment 3- Peer –Celebrity portrait</p> <ul style="list-style-type: none"> • Sketching • Outline Shape • Proportion • Detail • Texture • Tone <p>Assessment 4- Self portrait</p> <ul style="list-style-type: none"> • Outline Shape • Proportion • Detail • Texture • Tone <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities <p>Key Processes</p> <ul style="list-style-type: none"> • Observation-Primary and Secondary | <ul style="list-style-type: none"> • Contemporary Art • <u>Resources</u> • Objects • Images • Pencil • Sheets • Artist research <p>Homework:</p> <ul style="list-style-type: none"> • Draw a portrait of a family member • Portrait example page to study. • Create poster- Day of The Dead • Complete Self Portrait. | <ul style="list-style-type: none"> • Maths (Shapes) • Geography/History (Objects from different cultures/e) • Histoty (artist link) • ICT (homework) • Science/biology (Face) • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, blending, layering, atmosphere, reflective, realism. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements represent each other through self portraits and what the artists are trying to capture, including details and varying levels of realism within their work.</p> |

| Block 3 | Block 3 | Block 3 | |
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| Block 4 | Block 4 | Block 4 | |
| <p>Day of the Dead (masks):</p> <ul style="list-style-type: none"> • Complete 3D layers and coat with base coats (white) • Draw onto mask DOTD design • Paint DOTD design • Refine painting and attach decorations • DOTD mask – Evaluate | <p>Assessment 7– 3D skull mask</p> <ul style="list-style-type: none"> • 3D sculpture • Modeling • Technique <p>Assessment 8- Paint DOTD design</p> <ul style="list-style-type: none"> • Detail • Technique • Accuracy <p>Key Concepts</p> <p>Creativity</p> <p>Competence</p> <p>Explore and create</p> <p>Range and Content</p> <p>Curriculum Opportunities</p> <p>Critical understanding</p> <p>Key Processes</p> <ul style="list-style-type: none"> • Painting • Collaging • Sculpting | <ul style="list-style-type: none"> • Day of The Dead • Mexico • Masks • Resource Sheets • Artist research <p>Homework:</p> <ul style="list-style-type: none"> • Complete paper mache layers of DOTD mask. • Complete drawing of pattern design on DOTD mask. • Continue painting of pattern design on DOTD mask. • Produce a poster on your favourite Cartoon character and collect images of a range of Cartoons. | <p>History (Cultural)</p> <p>Maths (Pattern and shapes)</p> <p>Geography (where is DOTD celebrated)</p> <p>RE (Cultural celebrations)</p> <ul style="list-style-type: none"> • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, blending, layering, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, tear, atmosphere, creative, symbolic. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle, pattern, rotation, tessolate. <p>SMSC- Looking at how different cultures and movements represent each other through self portraits and what the artists are trying to capture, including details and varying levels of realism within their work.</p> <p>Exploring how different cultures use colour and colours symbolic meaning.</p> |

| Block 5 | Block 5 | Block 5 | |
|---|---|---|--|
| <p>Cartoons:</p> <ul style="list-style-type: none"> • Intro Cartoons- Title page • Reproduction of examples • Further reproduction of examples • Create cartoon 'Evil twin' • Produce Pez inspired graphic cartoon • Create your own Cartoon character • Refine own cartoon character • Cartoon character- Evaluate | <p>Assessment 9 – Reproduction of examples</p> <ul style="list-style-type: none"> • Proportion • Shape • Colour • Style <p>Assessment 10 – own Cartoon character</p> <ul style="list-style-type: none"> • Proportion • Shape • Colour • Style • Creative risks • Design <p>Key Concepts</p> <ul style="list-style-type: none"> • Creativity • Competence • Explore and create • Range and Content • Curriculum Opportunities • Critical understanding • Understand and Evaluate <p>Key Processes</p> <ul style="list-style-type: none"> • Drawing • Design | <ul style="list-style-type: none"> • Cartoon examples • Research • Artist - Pez <p>Homework</p> <ul style="list-style-type: none"> • Create a drawing of your favourite cartoon bad guy. • Transform an object from home to create a new cartoon character. • Create cartoon 'Evil twin' • What happens next? Create a mini story board for your character | <p>History (Modern collage Artists- Pez) Maths (Pattern and shapes)</p> <ul style="list-style-type: none"> • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, blending, Cartoon, manga, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, atmosphere, creative. • GCSE BCCbitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements represent each other and characteristics through the use of cartoons and what the artists are trying to capture, including details and varying levels of realism within their work. Exploring how different cultures use colour and colours symbolic meaning.</p> |

National Curriculum (Subject) Assessment Map

| Year | Block 1 Assessment opportunities | Block 2 Assessment Opportunities | Block 3 Assessment Opportunities | Block 4 Assessment Opportunities | Block 5 Assessment Opportunities |
|------|--|--|--|--|--|
| 8 | <p>Wk 3- Assessment 1 (Peer) – Drawing of the eye</p> <p>Wk 6 – Assessment 2- Collage of the eye</p> | <p>Wk 9- Assessment 3 (Peer) – Celebrity portrait</p> <p>Wk 12 – Assessment 4- Self portrait</p> | <p>Wk 15- Assessment 5 (Peer) – Peer - Reproduction of DOTD mask</p> <p>Wk 18 – Assessment 6 Own DOTD mask- final ideas</p> | <p>Wk 21- Assessment 7 (Peer) – 3D skull mask</p> <p>Wk 24 – Assessment 8- Paint DOTD design</p> | <p>Wk 27- Assessment 9 (Peer) – Reproduction of examples</p> <p>Wk 30 – Assessment 10- own Cartoon character</p> |