

Yr 8 Visual Arts Autumn Term

Knowledge and Understanding

Students will build upon the skills, techniques, knowledge and understanding introduced in Year 7. They will be encouraged to refine their work and challenge themselves creatively.

Students work to the theme: **“Infascination of the Human Form”**

Students will have the opportunity to engage in a number of the following areas:

Drawing

Painting

3D Ceramics

- Explore how artists gain inspiration and create ideas
- Students are given greater independence and ownership of their work, with regards to their finished outcomes.
- Development of research skills
- How to experiment with techniques/materials and be able to evaluate their successes.
- Ability to manipulate different materials in order to realise intentions.
- Exploration of areas that are new, including ideas, techniques and processes.

Transdisciplinary and Generic Skills developed

Curiosity - Communication - Conceptual Realisation

Critical Understanding - Students begin to develop their own views and express reasoned judgements. They identify and begin to ask significant questions that clarify points of view and lead to better solutions.

Collaboration - students experiment and explore other design possibilities for example in the construction of a ceramic vessel. Students work in pairs.

Innovation - Students develop, implement and communicate new ideas to each other. They investigate new processes, implement new ideas - revisiting the former ideas to create new adapted pieces of artwork, gained through discussion with their peers.

Assessment

Both summative and formative assessment is used. Teacher/student comments are entered on the ARR on a termly basis.

Summative assessment is carried out at the end of each unit of work

Formative assessment takes place within the instructional process.

teacher - student feedback

self- assessment/peer assessment

Challenge for All

All activities are differentiated. Students of all abilities are supported and challenged.

Differentiation is achieved through the outcomes of a series of open - ended tasks, where students work at their own level. Students are challenged to push the boundaries and branch out into their own creative outcomes.

For example, if a student has just completed a tonal drawing, suggest that they develop this through colour as extension work.

Differentiation by Task/Resource/Support/Response/Outcome

Differentiation by gradation - Students given same activity and information. As activities become progressively more difficult - student works through project at their own pace.

Ways in which parents can support their children

Further enrichment of the subject by exposure to galleries and exhibitions.

Art and artifacts can also provide a great springboard into storytelling and other language work. These connections can increase the student's awareness and sensitivity of the subject.

Students are frequently asked to bring research into class for further discussion, which may be in the form of photos, artifacts, etc relating to specific areas of project work.

Monitoring of diary and assisting students with the selection of research findings.

Yr 8 Visual Arts Spring Term

Knowledge and Understanding

Student theme: **"In fascination of the Human Form" - Manipulation beyond Realism**

Drawing

Painting

3D Ceramics

- Students make informed choices about techniques and processes
- Take risks and learn from mistakes
- Collect, analyze and manipulate
- Gain an understanding of how to use a range of techniques to create their work
- Develop understanding of layout and composition in their work

Transdisciplinary and Generic Skills developed

Curiosity - Communication - Conceptual Realisation

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Students convey their own ideas through the medium of artistic form

Innovation - Investigation of new processes. After studying a specific artist's work, students create a series of designs and variations on the above theme.

Critical thinking and problem solving - students analyze, synthesize information in order to solve problems and answer questions.

Competence - Students make informed choices about media, techniques and processes

Communication - articulation of thoughts and ideas in both written and verbal form. Students communicate their own ideas and interpret the ideas of their peers.

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For example, if a student has just completed a tonal drawing, suggest that they develop this through colour as extension work.

Differentiation by Task/Resource/Support/Response (e.g students may produce a sustained very detailed sketch of a hand whereas others may simply produce a spontaneous drawing of the entire skeleton, without any particular emphasis upon detailing) /Outcome.

Differentiation by gradation - Students given same activity and information. As activities become progressively more difficult - student works through project at their own pace

We continue to recognise the variety of individual needs within the classroom

In order to maximise the achievements of each individual student, appropriate delivery and evaluation of effectiveness of the activities within project work is continuously monitored.

Ways in which parents can support their children

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Yr 8 Visual Arts Summer Term

Knowledge and Understanding

Bullet points that list what you expect students to be able to understand, know and do by the end of the Autumn Term

Students work in both traditional and new media, developing confidence, competence, imagination and creativity.

- Are able to think creatively and act as artists, designers, and craftpersons.
- Develop an appreciation of art, craft, and design and to understand the important role in which this plays to enrich our lives.
- Ability to design for a specific purpose
- Demonstrate originality and inventiveness in work.
- To be able to reflect critically, assessing their own performance and that of others.

Transdisciplinary and Generic Skills developed

Curiosity - Communication - Conceptual Realisation

Critical Thinking/Problem Solving - Make complex choices and decisions. Identify and ask

important questions that lead to better solutions and clarify various points of view.

Creativity - Outcome of work. The student has generated, evaluated and selected ideas to produce into a finished piece of work. The creative process has been completed : research/explore/select/development of ideas/feedback gained/refinement through to the finished piece of work.

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