

Art Long Term Plan Year 8 2019-20

Temperance Term

W/C	2nd September	9th September	16th September	23rd September	30th September	7th October	14th October	21st October
Topic	Base Line Test	Sea Life Sculpture Project: Mood page	Sea Life Sculpture Project: Observational Drawing	Sea Life Sculpture Project: Collage	Sea Life Sculpture Project: Designing	Sea Life Sculpture Project: Designing 2	Sea Life Sculpture Project: Card Sculpture	Sea Life Sculpture Project: Card Sculpture 2
	A set of three tasks to establish a base line.	Students create a double page of images that they find inspirational	Creating a double page of drawings and sketches in different materials.	Students create a collage using recycled papers.	Students create three different designs for their large sculpture	As a small group the students will develop their final design for the sculpture	Health and Safety of the equipment and start creating sculptures. Creating a making diary	Continue to create Sea Life sculpture. Keeping documenting using the making diary
Challenge		Using textures and samples to create a more in-depth mood page Looking at fine detail and pattern		Using patterns in the paper to illustrate natural textures.		Working Collaboratively		
Assessment	Teacher Assessed	Teacher VF				Peer/ Self-Assessed	Teacher VF	
W/C	HALF TERM	4th November	11th November	18th November	25th November	2nd December	9th December	CHRISTMAS
Topic		Sea Life Sculpture Project: Card Sculpture 3	Sea Life Sculpture Project: Card Sculpture 4	Sea Life Sculpture Project: Card Sculpture 5	Sea Life Sculpture Project: Decorating our sculpture 1	Sea Life Sculpture Project: Decorating our sculpture 2	Sea Life Sculpture Project: Project evaluation	
		Continue with Card Sculptures. Keeping documenting using the making diary	Continue with Card sculptures Possible trip to Aquarium TBC Keeping documenting using the making diary	Complete making our Card Sculptures. Keeping documenting using the making diary	Start to decorate our Sea Life sculptures. Keeping documenting using the making diary	Continue to decorate our Card Sculptures. Keeping documenting using the making diary	Group evaluation activity.	
Challenge		Working Collaboratively						
Assessment		Teacher VF					Teacher assessed	



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Justice Term

W/C	6 th January	13 th January	20 st January	27 th January	3 rd February	10 th February	HALF TERM
Topic	Sea Life Ceramic Mini Project: Week 1	Sea Life Ceramic Mini Project: Week 2	Jungle Paintings: Looking at how artists create depth.	Jungle Paintings: looking at Henri Rousseau	Jungle Paintings: Creating a Jungle image.	Jungle Paintings: Looking at Dale Chihuly	
	Ceramic taster sessions, looking at basic ceramic Health and safety. Creating textures	Ceramic taster session 2, using basic glazes	Looking at layers in a painting, developing focal points and audience engagement.	Students look at Henri Rousseau's work and see how he applies concepts from last weeks into his work	Creating our own Rousseau	Looking at the glass work of Chihuly and how he creates abstract plant forms.	
Challenge	Creating a making Diary		Developing a critical understanding of composition.	Using GCSE level criteria to help develop Critical analysis	Making strong connections to the artists work	Using GCSE level criteria to help develop Critical analysis	
Assessment	Teacher VF						
W/C	24 th February	2 nd March	9 th March	16 th March	23 rd March	30 th March	EASTER
Topic	Jungle Paintings: creating our own weird plants	Jungle Paintings: Designing	Jungle Paintings: Sketching out	Jungle Paintings: Painting 1	Jungle Paintings: Painting 2	Jungle Paintings: Evaluation	
	Developing our own unusual plants in the style of Chihuly	Designing our own imaginary jungle painting in our books.	Drawing our Jungle image on a large scale, demonstrating techniques from the studied artists.	Using different blending skills Students will apply paint	Using different blending skills Students will apply paint	Evaluation Task	
Challenge	Making strong connections to the artist's work	Using GCSE layouts for presenting concepts	Using compositional techniques			Using GCSE level criteria to help develop Critical analysis	
Assessment	Teacher VF	Teacher VF/ Peer feedback	Teacher VF				

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Courage Term

W/C	20 th April	27 th April	4 th May	11 th May	18 th May	HALF TERM	
Topic	Creepy Fairy-tale Graphics Project: Introduction into Graphics	Creepy Fairy-tale Graphics Project: Don Kenn Mortensen	Creepy Fairy-tale Graphics Project: Working in the style of Don Kenn	Creepy Fairy-tale Graphics Project: Second Illustrator	Creepy Fairy-tale Graphics Project: Working in the style of the Second Illustrator		
	Introducing the difference between Art and Graphics, creating mood pages to illustrate this.	Creating an Artist page on the illustrator of Don Kenn Mortensen	Creating Fairy tale image in the style of Don Kenn	Looking at either: Tim Burton or Valid Mattheis	Creating Fairy Tale image in the style of the students chosen Illustrator		
Challenge	Looking at target audience	Using GCSE level criteria to help develop Critical analysis	Using GCSE level criteria to help develop Critical analysis	Could also look at techniques of either: John Blanche, Phillippe Druillet or Johan Egerkrans	Using GCSE level criteria to help develop Critical analysis		
Assessment	Teacher VF						
W/C	1 st June	8 th June	15 th June	22 nd June	29 th June	6 th July	
Topic	Creepy Fairy-tale Graphics Project: Concepts	Creepy Fairy-tale Graphics Project: Finalising a Design	Creepy Fairy-tale Graphics Project: Creating a final piece 1	Creepy Fairy-tale Graphics Project: Creating a final piece 2	Creepy Fairy-tale Graphics Project: Creating a final piece 3	Creepy Fairy-tale Graphics Project: Evaluation	
	Creating 3 different concepts for a final piece. Either an A3 2D piece or a relief character	Creating a final design	Students will create their final piece using any materials from the selection given.			Evaluation task	
Challenge	Making strong connections to the artist's work						
Assessment	KS3 Internal Exams		Teacher VF				