

Art Long Term Plan Year 8 2020-21

Temperance Term-

W/C	7 September	14 September	21 September	28 September	5 October	12 October	19 oct	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, Tim Burton	Creepy Fairy-tale Graphics Project: Working in the style of the Second Illustrator, Tim Burton	Creepy Fairy-tale Graphics Project: developing ideas	Creepy Fairy-tale Graphics Project – media experiments	
Activity	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 images in the style of Don Kenn Mortensen	Creating an artist page on Tim Burton	Creating images in the style of Tim Burton	Pupils develop their ideas based on a fairy-tale of their choice	Pupils produce a range of experiments to apply to their fairy-tale book	
Challenge	Looking at target audience	Using GCSE level criteria to help develop Critical analysis. To be to interpret and judge	To create their own character in style of artist rather than copying.	Using GCSE level criteria to help develop Critical analysis. To be to interpret and judge	To create their own character in style of artist rather than copying. Look at additional artists such as John Blanche/ Phillippe Druillet/ Johan Egerkrans.	Making strong connections to the artist's work. To be able to apply graphics skills to a picture in order to make it creepy.	Making strong connections to the artist's work and be experimental and unique	
Assessment	Self assessment	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	Peer assessment	Teacher verbal feedback	
W/C	2 November	9 November	16 November	23 November	30 November	7 December		
Topic	Creepy Fairy-tale Graphics Project: experiments	Creepy Fairy-tale Graphics Project: Finalising the design	Creepy Fairy-tale Graphics Project: Creating their final book	Creepy Fairy-tale Graphics Project: Creating their final book	Creepy Fairy-tale Graphics Project: Creating their final book	Creepy Fairy-tale Graphics Project: Evaluation		

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Activity	Pupils will make their book and prepare the surfaces	Pupils will plan what will go into their book	Pupils bring all their experiments together to finalise their book	Pupils bring all their experiments together to finalise their book.	Pupils bring all their experiments together to finalise their book	Pupil review their final book	CHRISTMAS
Challenge	To be unique and experimental	Write an original story.	To be unique and experimental	To be unique and experimental	To be unique and experimental	Be able to judge skills and suggest improvements	
Assessment	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Peer/ self and teacher assessment	

Justice Term

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W/C	4 January	11 January	18 January	25 January	1 February	8 February	HALF TERM
Topic	Sweets and Treats - part one, two dimensional.	Sweets and Treats - part one, two dimensional.	Sweets and Treats - part one, two dimensional.	Sweets and Treats - part one, two dimensional.	Sweets and Treats - part one, two dimensional.	Sweets and Treats - part one, two dimensional.	
Activity	Introduction to the project and the artist Sarah Graham	Observational drawing and exploring composition	Observational drawing and exploring composition	Introducing vibrant colour in style of artist using paint and coloured pencil.	Introducing vibrant colour in style of artist using paint and coloured pencil.	Designing Sweet Treat sculpture. Understanding difference between an art drawing and a design drawing.	
Challenge	Using GCSE level criteria to help develop Critical analysis. To be to interpret and judge the artwork.	Applying compositional techniques and utilising negative space	Applying compositional techniques and utilising negative space	To be able to control and blend when painting	To be able to control and blend when painting	To be unique and have a complex and challenging design.	
Assessment	Self – assessment	Teacher verbal feedback	Teacher verbal feedback	Teacher verbal feedback	Self -assessment	Teacher verbal feedback	
W/C	22 February	1 March	8 March	15 March	22 March	29 March	
Topic	Sweets and Treats – part two, three dimensional	Sweets and Treats – part two, three dimensional	Sweets and Treats – part two, three dimensional	Sweets and Treats – part two, three dimensional	Sweets and Treats – part two, three dimensional	Sweets and Treats – part two, three dimensional	
Activity	Card construction of Sweet Treat sculpture – construction 1	Card construction of Sweet Treat sculpture – construction 2	Card construction of Sweet Treat sculpture – construction 3	Card construction of Sweet Treat sculpture – construction 4	Card construction of Sweet Treat sculpture – construction 5	Card construction of Sweet Treat sculpture – decoration 1. Decorate sculpture by applying techniques learnt in part one of the project.	

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Challenge	Create an original sculpture which is successful in three dimensions	Create an original sculpture which is successful in three dimensions	Create an original sculpture which is successful in three dimensions	Create an original sculpture which is successful in three dimensions	Create an original sculpture which is successful in three dimensions	To be unique and adventurous with decoration	
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Courage Term

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W/C	19 April	26 April	3 May	10 May	17 May	24 May	HALF TERM
Topic	Card construction of Sweet Treat sculpture – decoration 2	Card construction of Sweet Treat sculpture – decoration 3	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	
Activity	Decorate sculpture by applying techniques learnt in part one of the project.	Decorate sculpture by applying techniques learnt in part one of the project.	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	To be unique and adventurous with decoration	To be unique and adventurous with decoration	Developing a critical understanding of composition.	Using GCSE level criteria to help develop Critical analysis	Making strong connections to the artists work and being able to interpret and judge the work.	Using GCSE level criteria to help develop Critical analysis	
Assessment	Self-Assessment	Self/ Peer and Teacher assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	
W/C	7 June	14 June	21 June	28 June	5 July	12 July	
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.	SUMMER
	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 Using compositional techniques	Evaluation Task Using GCSE level criteria to help develop Critical analysis	

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Challenge	Making strong connections to the artist's work	Using GCSE layouts for presenting concepts	Applying compositional techniques and utilising negative space	Applying compositional techniques and utilising negative space	Applying compositional techniques and utilising negative space	Be able to be objective when judging own performance and be able to suggest improvements.	
Assessment	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Self-assessment and teacher verbal feedback	Peer/ self/ teacher assessment	