

**KS3 Long Term Overview      Subject: YEAR 8 Art & Design 2022-23**

<b>Autumn Term 2022</b>	<b>Project Title: Abstract Cushion</b>
<p><b>Project Overview:</b> Students follow the creative process with the aim of producing their own abstract cushion inspired by the artists Victor Vasarely and Bridget Riley, who are part of the Modern Art canon. They will gain confidence in expressing and communicating personal ideas through line, shape, colour and symbols. They will build on their painting skills and be introduced to the new techniques and processes of tie-dye, heat press, and sewing.</p>	
<b>Outline of Key Learning</b>	<b>Weekly Content breakdown</b>
<p><b>Begin to be able to apply some of the aspects of The Creative Process:</b></p> <p><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p><b>Formal Elements:</b> <i>Line; Shape; Tone; Texture; Colour; Space.</i></p> <p><b>Principle:</b> <i>Movement, Pattern; Contrast</i></p> <p><b>Composition</b></p> <p><b>Materials</b> <i>Shading pencils; block paints; oil pastel; coloured pencil; fabric; newsprint; scalpels; cutting matts; fabric dye; thread; sewing machine.</i></p> <p><b>Techniques and Process</b> <i>Drawing; painting; stenciling, heat press; tie-dye; sewing.</i></p> <p><b>Skills: (to begin to develop confidence in their...)</b> ...ability to respond to a theme/brief ...ability to follow the creative process</p>	<p><b>Week 1: Recording and generate ideas</b> Introduction to the project 'Abstract Cushion'. Introduction to Op art and new keywords; Op art sketches</p> <p><b>Week 2: Knowledge and Researching/ Recording and generate ideas</b> Victor Vasarely Research Page:</p> <ul style="list-style-type: none"> <li>• Students introduced to the Op artist Maria Victor Vasarely. Begin to comment on the work of artists.</li> <li>• Developing observational drawing skills through pastiche.</li> <li>• Develop use of sketchbook to record thoughts and ideas</li> </ul> <p><u>Set Homework 1:</u> Bridget Riley part 1 – answer questions based on Riley’s artwork. Bring into school.</p> <p><b>Week 3: Knowledge and Researching/ Recording and generate ideas</b> Complete Victor Vasarely Research Page</p> <p><b>Week 4: Recording and generate ideas/ Make, experiment and refine</b> Recap and extend on Colour Theory and painting skills from previous year. Theory: Tertiary colours; analogous and complementary colours. Present with annotation.</p> <p><b>Week 5: Recording and generate ideas/ Make, experiment and refine</b> Continue with colour theory.</p>

To become creative, critical, independent, visual thinkers

...ability to use a range of materials technically and creatively to create an image with intention and purpose  
...ability to select appropriate resources to fulfil own creative intention  
...ability to think about and discuss their artwork and the work of others.

**Art Period/Movement/Style**

*Op Art; Modern*

**IBACC Soft skills (Habits of mind)**

To become creative, critical, independent, visual thinkers

- **RESILIENCE**  
*Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills*
- **INDEPENDENCE**  
*Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.*
- **COMMUNICATION**  
*Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.*

UNDER all 3 of the IBACC skills:

**INQUISITIVE:** *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

**IMAGINATIVE:** *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

**PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

**COLLABORATIVE:** *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

**Homework**

(linked to class project)

Set Homework 2: Bridget Riley part 2 – pastiche of Riley’s artwork. Bring into school. (Make clear to students that they will be presenting work in their sketchbooks)

**Week 6: Recording and generate ideas/ Make, experiment and refine**

Create an Op art sphere. Apply new colour theory. Techniques: Blending, block painting, building layers.

**Week 7: Reviewing and Make, experiment and refine**

Continue/complete sphere painting work

DIRT Live marking assessment:

Students set target for themselves to improve one previous task (painting).

Students work on refinements.

Students present work to the class.

**Week 8: Recording and generate ideas/ Make, experiment and refine**

Part 1: Abstract Cushion side 1 - Tie-Dye...Demonstration of tie dye technique and process – students produce one, which is then labeled and in placed in dye baths.

Part 2: Abstract Cushion side 2 - Stencil Design...Students consider how colour and symbols can be used to communicate personal ideas. They produce a page of (square) thumbnail designs for a stencil. Inspired by Victor Vasarely and Bridget Riley as well as their own imagination. They select their favourite thumbnail for the final design.

**Week 8 and 9: Recording and generate ideas/ Make, experiment and refine**

Part 1: Abstract Cushion side 1 - Unwrap and wash tie dyes- leave to dry.

Part 2: Abstract Cushion side 2 - Complete stencil designs. One page of thumbnails, one page final design. Annotated.

Set Homework 3: select and record examples of Tie Dye.

**Week 10 and 11: Make, experiment and refine**

Cutting a stencil.

Demo stencil cutting (discuss health and safety). Start cutting designs.

**Week 12: Make, experiment and refine**

Part 1: Heat press – Transfer designs onto clear fabric (two sides of cushion). All students to use heat press 1-1 with teacher.

Part 2: Op Art practice worksheets. Students develop their drawing and looking skills through op art drawing exercises. Levels vary from copies, to combinations, to independent designs applying learning. Students use a range of media.

<p><i>Four homework tasks (two per half term)</i>  <i>1 Bridget Riley artist research sheet part 1</i>  <i>2 Bridget Riley artist research sheet part 2</i>  <i>3 select and record examples of Tie Dye</i>  <i>4 Keyword test</i>  <i>Assessment method:</i> Teacher assessment alongside classwork where overall level will be awarded.</p> <hr/> <p><b>Ongoing Formative Teacher:</b>  <i>DIRT in sketchbooks (one per half term)</i>  <i>Plus...</i>  <i>Assessment grid at the back of books highlighted with areas for (long term) development.</i>  <i>Student self and peer assessment.</i>  <i>Key terminology Spelling and comprehension test.</i></p> <p><b>End of unit assessment:</b>  <i>Holistic grade based on all classwork and homework...Current level working at.</i></p>	<p><u><i>Set Homework 4: Keyword test</i></u></p> <p><b>Week 13: Make, experiment and refine</b>          Part 1: Using the sewing machine, students assemble their cushion - 4 x sewing machines in use-1-1 teaching. (Tie Dye side plus Stencil side)          Part 2: Op Art practice worksheets. Students develop their drawing and looking skills through op art drawing exercises. Levels vary from copies, to combinations, to independent designs applying learning. Students use a range of media.</p> <p><b>Week 14: Reviewing</b>          Evaluation of project and presentations.          Titled: DIRT – evaluate project as a dedicated, independent, reflection task.          Students present work to class.</p>
<p><b>Spring Term 2023</b></p>	<p><b>Project Title: 'Into the Woods'</b></p>
<p><b>Project Overview:</b>          Students follow the creative process with the aim of producing their own sculptural 'graffiti' tree inspired a range of sources including Hundertwasser, Kusama, the Graffiti Knitting art group 'Knitta', and Installation art. They will build on previous skills of drawing and painting and learn to use wool to produce their designs. Their tree will form part of a larger artwork where all the graffiti trees made in year 8 will come together in a collaborative art installation, which will be a metaphor for how individuals come together to form a community.</p>	
<p><b>Outline of Key Learning</b></p>	<p><b>Weekly Content breakdown</b></p>
<p><b>Begin to be able to apply some of the aspects of The Creative Process:</b></p>	<p><b>Week 1: Knowledge and Researching/ Recording and generate ideas</b>          Introduction to Urban Knitting – form of feminist graffiti in response to the male dominated street art scene.</p>

*Define – Research - Imagine/Ideate – (Idea Generation) –  
Experiment - Review, Refine and Develop – Realise - Evaluate*

**Formal Elements:**

*Line; Shape; Form; Tone; Texture; Colour; Space.*

**Principles:**

*Pattern; Contrast, Movement*

**Composition**

**Materials**

*Shading pencils; biro pen; block paints; coloured pencils, PVA,  
wool; cardboard.*

**Techniques and Process**

*Drawing; painting; applique; cardboard forming.*

**Skills: (to begin to develop confidence in their...)**

- ...ability to respond to a theme/brief
- ...ability to follow the creative process
- ...ability to use a range of materials technically and creatively to create an image with intention and purpose
- ...ability to select appropriate resources to fulfil own creative intention
- ...ability to think about and discuss their artwork and the work of others.

**Art Period/Movement/Style**

*Urban knitting; Hundertwasser, Kusama; Modern; Contemporary*

**IBACC Soft skills (Habits of mind)**

To become creative, critical, independent, visual thinkers

- **RESILIENCE**

*Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills*

- **INDEPENDENCE**

Discussion: Graffiti - Art or vandalism?

Artist page on Urban Knitting art group Knitta' and Magda Sayeg - focusing on presentation of artist research.

Set Homework 5: Hundertwasser part 1 – answer questions based on Hundertwasser's artwork. Bring into school.

**Week 2: Knowledge and Researching/ Recording and generate ideas**

Continue and complete Knitta Please research.

**Week 3: Knowledge and Researching/ Recording and generate ideas**

Analysis of the work of the Modern artist Yayoi Kusama, focusing on her 'geometric' use of line and shape as well as colour and symbols.

Discussion: Symbolism of dots, colours and geometric pattern. Comparison of Hundertwasser's visual style with that of Knitta Please (and Hundertwasser).

**Week 4: Knowledge and Researching/ Recording and generate ideas**

Continue and complete Kusama research.

Set Homework 6: Hundertwasser part 2 – pastiche of Hundertwasser's artwork. Bring into school. (Make clear to students that they will be presenting work in their sketchbooks)

**Week 5: Recording and generate ideas**

Initial design ideas for collaborative graffiti tree sculpture.

Students briefly introduced to installation art. In pairs, students will create a 'sculptural' tree which will be displayed collaboratively with all year 8 trees in a large installation.

Recap on the visual communication in the works of Knitta, Hundertwasser and Yayoi Kusama. Students consider how art can be used to illustrate views, opinions and even political messages.

TASK: Students begin to produce a number of personal designs inspired by the artist's studied. They will incorporate ideas from the art practitioners studied. Some will be encouraged to express personal stories and ideas through the use of line, shape, colour, pattern and symbols. Students begin to apply their design ideas within a given tree template tree.

(DIRT Live marking assessment).

Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.

● **COMMUNICATION**

Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.

UNDER all 3 of the IBACC skills:

**INQUISITIVE:** Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).

**IMAGINATIVE:** Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.

**DISCIPLINE:** Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.

**PRESENTATION:** Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.

**COLLABORATIVE:** Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.

**Homework**

(linked to class project)

Four homework tasks (two per half term)

5 Hundertwasser artist research sheet part 1

6 Hundertwasser artist research sheet part 2

7 examples of art around your local area

8 Keyword test

*Assessment method:* Teacher assessment alongside classwork where overall level will be awarded.

**Ongoing Formative Teacher:**

DIRT in sketchbooks (one per half term)

Plus...

Assessment grid at the back of books highlighted with areas for (long term) development.

**Week 6: Recording and generate ideas**

Continue with design ideas

DIRT Live marking assessment:

Students set target for themselves to improve one previous task (design ideas).

Students work on refinements.

Students present work to the class.

**Week 7: Make, experiment and refine**

Media experiments. Paint, tissue paper, wool, pencil, inks. (visuals taken from their previous design ideas).

Set Homework 7: Look for examples of art around your local area. Take photos or draw them directly.

**Week 8: Make, experiment and refine**

Continue with media experiments.

**Week 9: Make, experiment and refine**

Students are paired up to create their sculptural tree. Using cardboard, students will be shown how to cut their tree shape. They discuss, which of their ideas to take forward onto the sculpture and then begin making. They must consider their research and experimentation from their sketchbooks.

**Week 10 and 11: Make, experiment and refine**

Students develop and refine their trees.

Set Homework 8: Keyword test

**Week 12: Reviewing**

Evaluation of project and presentations.

Titled: DIRT – evaluate project as a dedicated, independent, reflection task.

Students present work to class.

<p><i>Student self and peer assessment.</i> <i>Key terminology Spelling and comprehension test.</i></p> <p><b>End of unit assessment:</b> <i>Holistic grade based on all classwork and homework...Current level working at.</i></p>	
<p><b>Summer Term 2023</b></p>	<p><b>Project Title: Kooky Characters</b></p>
<p><b>Project Overview:</b> Students follow the creative process with the aim of producing their own plasticine character design. They will use the artist, animator and filmmaker Tim Burton and the contemporary illustrator Lauren Semmer as inspiration and explore how the imagination and humour can come together in an artwork. They will build on their drawing and research skills as well as be introduced to sculpting in plasticine.</p>	
<p><b>Outline of Key Learning</b></p>	<p><b>Weekly Content breakdown</b></p>
<p><b>Begin to be able to apply some of the aspects of The Creative Process:</b></p> <p><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p><b>Formal Elements:</b> <i>Line; Shape; Form; Tone; Texture; Colour.</i></p> <p><b>Principles:</b> <i>Pattern; contrast;</i></p> <p><b>Composition</b></p> <p><b>Materials</b> <i>Shading pencils; biro pen; camera; plasticine.</i></p> <p><b>Techniques and Process</b> <i>Drawing; painting; sculpting.</i></p> <p><b>Skills: (to begin to develop confidence in their...)</b> ...ability to respond to a theme/brief ...ability to follow the creative process</p>	<p><b>Week 1: <i>Recording and generate ideas</i></b> Introduction to character design. Students will create individual characters from the same brief. Students analyse the characteristics of famous characters – features, expression, tone etc..</p> <p><i>Set Homework 9: Mood board of favourite characters – focus mainly on faces.</i></p> <p><b>Week 2 and 3: <i>Knowledge and Researching/ Recording and generate ideas</i></b> Analysis of the work of the illustrator and filmmaker Tim Burton focusing on visual characteristics and what they communicate (narrative). Research page with a series of drawings.</p> <p><b>Week 4 and 5: <i>Knowledge and Researching/ Recording and generate ideas</i></b> Analysis of the work of the illustrator Lauren Semmer focusing on visual characteristics and what they communicate (narrative). Comparison to Tim Burton, e.g. style, audience. Research page with a series of drawings.</p> <p><i>Set Homework 10: Independently draw a character inspired by on e or both illustrators studied.</i></p>

...ability to use a range of materials technically and creatively to create an image with intention and purpose  
...ability to select appropriate resources to fulfil own creative intention  
...ability to think about and discuss their artwork and the work of others.

**Art Period/Movement/Style**

*Contemporary illustration; sculpture/plasticine art*

**IBACC Soft skills (Habits of mind)**

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**PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

**COLLABORATIVE:** *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

**Week 6: Knowledge and Researching/ Recording and generate ideas**

Pixar character designers. Students are introduced to the creative process of Pixar animators and discover how they manipulate line, shape, form, and colour to create moods, character, emotion etc.

**Week 7: Recording and generate ideas**

Students learn how to draw facial features. They visually explore how different shapes express emotion and character.

Set Homework 11: Draw 3D forms around the house.

**Week 8 and 9: Recording and generate ideas**

Character designing.  
Thumbnail sketches first then a final refined designed to take into plasticine sculpting. Students bring elements together from their previous learning. They could even bring forward ideas from previous projects such as Op art. They source secondary and primary images to help with their designs.

**Week 10 and 11: Make, experiment and refine**

Plasticine sculpting. From designs to 3D model: students learn to transform their 2D designs into 3D forms. They sculpt, carve, build, imprint, and impress.

Set Homework 12: Keyword test

**Week 12: Reviewing**

Students will glue in a photograph of their final plasticine character. Evaluation of project and presentations.

Titled: DIRT – evaluate project as a dedicated, independent, reflection task.  
Students present work to class.

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**Homework**

*(linked to class project)*

*Four homework tasks (two per half term):*

*9 Mood board of favourite characters – focus mainly on faces.*

*10 Independently draw a character inspired by one or both illustrators studied.*

*11 Draw 3D forms around the house.*

*12 Keyword test*

*Assessment method:* Teacher assessment alongside classwork where overall level will be awarded.

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**Ongoing Formative Teacher:**

*DIRT in sketchbooks (one per half term)*

*Plus...*

*Assessment grid at the back of books highlighted with areas for (long term) development.*

*Student self and peer assessment.*

*Key terminology Spelling and comprehension test.*

**End of unit assessment:**

*Holistic grade based on all classwork and homework...Current level working at.*