

<p align="center"><b>Long Term Plans - Art Department</b>  <b><u>Year 7 and year 8</u></b></p>
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GLH	Year 7	GLH	Year 8
2 hrs	<b>Baseline Assessment (Initial skills audit)- Leaves</b>	3 hrs	<b>Illustration/Graphics Project - sketchbook cover design</b>
3 hrs	<b>Illustration/Graphics Project - sketchbook cover design</b>	10 hrs	<b>Surrealism</b> <i>Drawing/Painting/3D/Mixed Media</i> <b>Surrealist Artists/Magritte/Dali, Tanguy/Ernst.</b>
14 hrs	<b>Rousseau Jungles</b> <i>Group work/Drawing/Painting/Collage</i> <b>Henri Rousseau</b>	8 hrs	<b>Continued...Surrealism</b> <i>Drawing/Painting/3D/Mixed Media</i> <b>Surrealist Artists</b>
10 hrs	<b>Illustration Project</b> <i>Drawing/Collage/Mixed Media/Photo Montage</i> <b>Mythical creatures</b>	10 hrs	<b>Yann Arthus Bertrand/Hundertwasser/Hockney</b> <b>Recreating Landscapes Preparation</b> <i>Drawing/Painting/Mixed Media/ 3D Ceramics</i>  <b>Yann Arthus Bertrand/Hundertwasser/Hockney</b>
6 hrs	<b>Abstract Art</b> <i>Painting/Imagination/Mixed Media</i> <b>Kandinsky</b>	6 hrs	<b>Recreating Landscapes Final outcome</b> <i>Drawing/Painting/Mixed Media/ 3D Ceramics</i>

<p><b>Baseline Assessment- Leaves</b></p> <p>Students will complete 2 drawings over 2 lessons to establish their performance in Art and Design. These drawings will explore line, tone, texture and colour.</p> <p><b>Practical Outcomes</b> 3 drawings- pen, pencil and colouring pencils from observation</p> <p><b>Assessment</b> Students will be provided with criteria for assessment and given feedback based on their drawings, with improvements suggested.</p> <p>As this is a formal assessment – students will use the feedback to inform improvements made in their next piece of art work.</p>	<p><b>Illustration/Graphics Project</b></p> <p>This is a short project which is an exploration into creating an imaginative cover design for their sketchbooks. Students will be given a theme to base their cover on i.e. "Things you do not see every day." The elements of art that will be considered will be shape, space, colour, pattern, line and tone.</p> <p>Each student will create designs and a final cover design for their sketchbook which should also reflect something about their interests.</p> <p><b>Practical Outcomes</b> Sketchbook cover design- Bold and careful use of colour, shape, symbol, pattern, line and tone should be expressed.</p> <p><b>Assessment</b> Students will be assessed on accuracy, neatness and a creative approach. This work will not be given a NC level but each student will receive a comment about their effort/independence on the task and written feedback on the work completed.</p>	<p><b>Rousseau Jungle Project</b></p> <p>This project will enable students to explore creating images when working from secondary sources, observation and imagination. They will explore and develop their skills through the theme of jungles in the following areas:</p> <ul style="list-style-type: none"> <li>• Drawing using a range of drawing media</li> <li>• Developing an understanding of colour, exploring primary, secondary, tertiary colours and colour mixing.</li> <li>• Exploring working as a group</li> <li>• Using an artist's work to inspire and inform their own</li> </ul> <p><b>Practical Outcomes</b></p> <ul style="list-style-type: none"> <li>• Written description and evaluation of the work of Henri Rousseau</li> <li>• Evaluation/Assessment of their own work and the work of others throughout the project</li> <li>• Exploration into a jungle related imagery using pencil crayons focussing on line, colour, tone and texture.</li> </ul> <p><b>Assessment</b> Assessment sheets will be provided to students, highlighting the criteria for the project and students will be given regular written and verbal feedback to help them with their development. Students will also complete regular peer and self-assessment. Students will be given time where appropriate to respond to feedback, making improvements to their work.</p>	<p><b>Abstract Art Project</b></p> <p>Materials, lines, patterns and colours all have expressive qualities. Students need to be able to explore the potential of mark-making and build an understanding of these qualities in order to use them in their own work. In this project they will look at other artists' use of expression and emotion in their work as a valuable starting point for their own art making. Students should be encouraged to make a personal response to their world and to communicate their feelings about their experiences.</p> <p><b>Practical Outcomes</b> Open-ended as far as possible to allow for creativity and a student led response. This could be in the form of a painting, drawing or mixed media piece.</p> <p><b>Assessment</b> Assessment sheets will be provided to students, highlighting the criteria for the project and students will be given regular written and verbal feedback to help them with their development. Students will also complete regular peer and self-assessment. Time will be given where appropriate for students to make improvements and developments to their work.</p>	<p><b>Mythical creature Illustration Project</b></p> <p>This project supports students in using text and description to develop visual imagery based upon. They will explore through the theme of mythical creatures developing illustrative imagery using the following techniques and skills:</p> <ul style="list-style-type: none"> <li>• Researching and using knowledge of mythical creatures to inform development of own work.</li> <li>• Drawing using description to inform their imagery</li> <li>• Exploring using a range of media and in particular mixed media to develop work</li> <li>• Developing use of colour theory to select and use colour effectively</li> <li>• Exploring the work of other illustrators and using ideas and processes from them to develop their own ideas.</li> </ul> <p><b>Practical Outcomes:</b></p> <p>Research about Mythical creatures. 1 drawing based on descriptions using complementary and harmonious colour selection. 2 Drawings developed using mixed media from description.</p>
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<p><b>Illustration/Graphics Project</b></p> <p>This is a short project which is an exploration into creating an imaginative cover design for their sketchbooks. Students will be given a theme to base their cover on "i.e. Identity" The elements of art that will be considered will be shape, space, colour, pattern, line and tone.</p> <p>Each student will create designs and a final cover design for their sketchbook which should also reflect something about their interests.</p> <p><b>Practical Outcomes</b> Sketchbook cover design- Bold and careful use of colour, shape, symbol, pattern, line and tone should be expressed.</p> <p><b>Assessment</b> Students will be assessed on accuracy, neatness and a creative approach. This work will not be given a NC level but each student will receive a comment about their effort/independence on the task and written feedback on the work completed.</p>	<p><b>Surrealism Project</b></p> <p>In this unit students will explore Surrealism, particularly looking at the work of the artists Salvador Dali and Rene Magritte. They will create images that show an understanding of what Surrealism is and learn about the ideas, methods and approaches used by artists who have created Surreal images. Most pupils will develop a series of studies of everyday objects transforming and metamorphosing into something else, a 'Surreal Landscape.'</p> <p><b>Practical Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explore and experiment with materials taking creative risks when developing ideas.</li> <li>• Analyse ideas and meanings in the work of others and understand the themes used by the artist and external influences.</li> <li>• To explore materials and experiment with ideas for their own work.</li> <li>• To reflect on their own and others work.</li> </ul> <p><b>Assessment</b> Assessment sheets will be provided to students, highlighting the criteria for the project and students will be given regular written and verbal feedback to help them with their development. Students will also complete regular peer and self- assessment. Where appropriate students will be given time to make improvements in response to feedback.</p>	<p><b>Recreating Landscapes Project</b></p> <p>This project will enable students to explore creating images that working from secondary sources, observation and imagination. They will explore and develop their skills through the theme of landscape in the following areas:</p> <ul style="list-style-type: none"> <li>• Drawing using a range of drawing media</li> <li>• Developing an understanding of colour, exploring harmonious colour, complementary colour, and warm/cool colours.</li> <li>• Exploring relief pieces and collage</li> <li>• 3D exploration using clay</li> <li>• Presenting their work effectively</li> </ul> <p><b>Practical Outcomes</b></p> <ul style="list-style-type: none"> <li>• Written description and evaluation of the work of Hundertwasser</li> <li>• Evaluation/Assessment of their own work and the work of others throughout the project</li> <li>• Exploration into abstract composition using pencil crayons focussing on line, colour, tone and texture.</li> <li>• Development of abstraction through ideas using line in sketchbooks</li> <li>• Foil and colour relief pieces</li> <li>• Clay tile</li> </ul> <p><b>Assessment</b> Assessment sheets will be provided to students, highlighting the criteria for the project and students will be given regular written and verbal feedback to help them with their development. Students will also complete regular peer and self- assessment. Where appropriate students will be given time to make improvements in response to feedback.</p>
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