Long Term Plan

Y8 Art & Design - 2024 / 25

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|  | A - Week 1 | B - Week 2 | A - Week 3 | B -Week 4 | A - Week 5 | B -Week 6 | A - Week 7 | B -Week 8 | A - Week 9 | B -Week 10 | A - Week 11 | B -Week 12 | A - Week 13 |
| Cycle 1 | W/C 26/08 | W/C 02/09 | W/C 9/09 | W/C 16/09 | W/C 23/09 | W/C 30/9 | W/C 7/10 | W/C 14/10 | W/C 4/11 | W/C 11/11 | W/C 18/11 | W/C 25/11 | W/C 02/12 |
| Term 1Staff only |  |  |  |  |  |  |  | Term 2  | Data Day / Planning Day |  |  |  |
| Baseline Assessment  Recap on observation skills Assess outcomes | Recap of Double Primary system Fauvist Project Introduction to Fauvism. Researching an artist Guide sheet |  Create a presentation on Fauvism using the researching an Artist Guidesheet. Use felt tip pens to apply colour in Fauvist style on small scale. |  Colour temperature Power Point. Students learn to apply colour temperature to a fauvist landscape. | Students continue work on Fauvist landscape |  Students continue work on Fauvist landscape.  Students learn to layer and adapt colour to create depth. | Messy Marking reflection  |  Introduction to the work of Robert Delaunay Students produce studies of colour overlapping colour cycles using complementary colours and colour temperature. |  Students look into concepts of landscape and what this means. Look at examples etc.  Go through principles of Horizon line, Background and foreground. | Final outcome Students use landscape resources to create their own personalised (imagined)landscape. Students work on a Fauvist outcome which shows the principle of hot and cold colours to create depth and distance. | Students work on a Fauvist landscape outcome which shows the principle of hot and cold colours to create depth and distance. Students evaluate and use DIRT strategies to set their own smart targets.  | Students act on smart targets. Refine outcome.  Continued work on outcomes. | Students finish off and present outcomes.  Student evaluate their progress in colour mixing. |
| Cycle 2 | B - Week 1 W/C 9 /12 | A - Week 2 W/C 16/12 | B - Week 3 W/C 06/01 | A -Week 4 W/C 13/01 | B - Week 5 W/C 20/01 | A -Week 6 W/C 27/01 | B - Week 7 W/C 03/02 | A- Week 8 W/C 10/02 | B - Week 9 W/C 24/02 | A -Week 10 W/C 03/03 | B - Week 11 W/C 10/03 | A - Week 12 W/C 17/03 | B - Week 13W/C 24/03 |
|  | Tern 3 | Y8/10 Cycle Assessment |  |  |  | Y7/9 Cycle Assessment |  | Term 4 | Data Day / Planning Day |  |  |  |
| Continued and finishing off landscape work. | Messy marking Lesson Reflection  | Recap on still life skills in preparation for Cycle assessments.  Students create still life drawing as starting point for a Fauvist style Painting with Collage.  | Cycle assessments | Students continue with Still life collage. Cycle assessment outcome can be used as starting point for Fauvist painting.  | Refining outcomes  | Refining outcomes  | **Refining outcomes**  | **Masks of the world Project**  **Intro to theme** **Students create title page with African mask images.** | **Students analyse African mask ideas and technique and look at Venetian masks. Documenting and presenting with annotation in their books.** | **Students continue to document an present Mask ideas from around the world in book.** | Students look at links between African art and Cubism. The importance of African art on the development of Modern art.  | Students discuss and document ideas around colonialism as seen in PP. What effect did this have on the African people and how we see their culture. The concept of Cultural theft. Students to make study of Cubist images.  |
| Cycle 3 | A - Week 1W/C 31/03 | B - Week 2 W/C 21/04 | A - Week 3 W/C 28/04 | B -Week 4 W/C 05/05 | A - Week 5 W/C 12/05 | B -Week 6 W/C 19/05 | A - Week 7 W/C 02/06 | B -Week 8 W/C 9/06 | A - Week 9 W/C 16/06 | B -Week 10 W/C 23/06 | A - Week 11 W/C 30/07 | B -Week 12 W/C 7/07 | A - Week 13 W/C 14/07 |
|  | Term 5 |  |  |  | GCSE Exams | Term 6GCSE Exams | GCSE ExamsEOY Assessments | GCSE Exams |  |  |  | Data Day / planning Day  |
| Students discuss and document ideas around colonialism as seen in PP. What effect did this have on the African people and how we see their culture. The concept of Cultural theft. Students to make study of Cubist images.  | Developing ideas for Mask designs. |  Design process continued. Ideas to be annotated and | Demonstration of card construction techniques. Use PP as guide. Model process. Students to start to building solid 3D form for basis for mask.  | Continued construction  | Building features and decorative elements.  | Modrock demonstration and student application of Mod rock. | Students continue with Mod rock  | Painting of Masks Look back at Cubist paintings and African Mask ideas.  | Painting continued.  Messy marking TASK  | Finishing masks Evaluation  | Extension task  Soap Powder Project See complementary Colour PP for details. |  |