Malton School
A Specialist Science School
1547
SUPPORT INSPIRE THRIVE

Scheme of Learning – Fine Art - Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AO1 Research Explore ideas demonstrating understanding of the work of other artists AO2 Refine Develop ideas by experimenting with different materials and techniques	AO3 Record Record ideas and observations reflecting on your own work AO4 Evaluate Present a meaningful response to your theme. Evaluate your work using visual language.	AO2 Refine Develop ideas by experimenting with different materials and techniques AO3 Record Record ideas and observations reflecting on your own work	AO1 Research Explore ideas demonstrating understanding of the work of other artists AO2 Refine Develop ideas by experimenting with different materials and techniques	AO3 Record Record ideas and observations reflecting on your own work	AO4 Evaluate Present a meaningful response to your theme. Evaluate your work using visual language.
Initial Research: Statement of Intent Thought Shower Moodboards Artist Research Analytical drawings Digital Sketchbook	Connections and Developments. Written Evaluation	Perspective drawings Stop motion animation.	Research ideas on Pop Art. Perspective lettering.	Compositional Studies A2 poster	A2 poster Written Evaluation
HW Tasks:					
Extended drawing tasks based on the theme of portraits: distorted portrait, features, half portrait, skull drawing.		Storyboard Perspective Basic Forms	Pop Art Research (Artist's bedroom) Transcription Complementary colours	Malton Show Posters	Evaluation Digital Sketchbook
Rationale: Having been taught basic skills in Yr7 with a focus of the use of media to increase their confidence, students will be encouraged to develop these skills in Yr8 whilst learning some of the more challenging aspects of the Art curriculum such as proportions of the face, lettering and perspective. Students will also learn about character design and explore different career options in these fields such as animation, game design, fashion design, theatre, film and costume. Related to this they will also look at the role of Pop Artists and the impact of graphic arts and poster design.					

They will explore initial research and artist research, model making and character design before making a puppet which will form the basis of further work.					
Students will revisit initial research skills as the starting point of every project. They will be encouraged to develop their use of mixed media markmaking techniques through their drawings in the style of Tim Burton. There will be an emphasis throughout this topic on the links between fine art, film, TV, animation and game design. Students will also learn about portraiture. Whilst learning about proportions and drawing skills they will also explore distortion and conventions surrounding the portrait in art. Students will manipulate images using their ipads.	This assessment objective overlaps with the other assessment objectives. Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials. Students will design and make a puppet based on their career aspirations. The puppet will utilise a range of materials an techniques 3D puppet designed in the style of Tim Burton Exploration of the work of Giacometti and Modigliani.	Stop motion animation. Students will create backdrops and props for a 2min animation using their character. Introduce one point perspective. Examine the role of architects, interior designers, set designers etc.	Understand the work of the Pop Artists Warhol, Lichtenstein, Banksy, Bridget Riley, Blek le Rat, Ben Innes, Rosenquist et al. Focus on colour, scale and composition. Produce a practical analysis of a Pop Art work, with a competent understanding of aspects of colour, composition and content (*a copy of an example of an artist's work with notes*). Research ideas on Pop Art. Explore perspective lettering.	Students must use secondary source images to design two compositions based on Pop Art. Students must demonstrate the ability a range of colouring media to develop a final composition from the initial design ideas. Developmental work in sketchbooks leading to an A2 poster Develop understanding of colour theory to include complementary colours.	Successfully make an ambitious and suitably complex final design, A2 in size with a high degree of accuracy, from a detailed design drawing. Written Evaluation: *What you have done?* *What have you learnt?* *What was the point of learning this?* *What has and hasn't been successful? How and why?* *How can you address these weaknesses?* *How can you improve?*
Assessment: Book Creator: Initial research AO1, AO2	Book Creator: Design ideas, HW drawings AO2, AO3	Book Creator: Backdrop, Animation AO2, AO3, AO4	Book Creator: Artist research AO1, AO2,	Book Creator: Design Ideas AO2, AO3	Book Creator: Final Outcome. Evaluation AO3, AO4