

Subject:	Art & Design	Year	8	Ability	All
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September – February half term

Topic	Birds and feathers	Ceramic pinch pot bird
Topic overview	How to respond the works of Rosalind Monks and Abby Diamond through the creation of their own piece.	How to develop motor and tactile skills of three-dimensional hand building and modelling techniques.
Pupils will learn...	How to layer materials. How to use birds and Feathers as a starting point to experiment with different drawing and mark making techniques.	How to respond in a three-dimensional manner to artists and other sources.
Components	Students will learn how to – - Explore artists, craftspeople and designers using their work as a basis to develop their own piece of work. - Draw from primary and secondary sources, consolidating their understanding of drawing techniques such as using guidelines and lines of symmetry in order to record their observations effectively. - Exploring artists styles and the different techniques that they use to create their work by - - Exploring how to create a monoprint using oil pastels and printing inks. - Exploring how pen can be used as a drawing medium in response to Rosalind Monks and Abby Diamond - Focussing on the texture of their drawings, experimenting with controlled and expressive mark making in different materials to create line, shape and form. - Exploring how artists use wax as a drawing medium – responding to the work of Marie Therese king. - Exploring collage techniques and creating piece of work in response to Clare Youngs. - Exploring sgraffito creation and how it can be used to create drawings.	Students will learn how to – - Explore mood board creation to generate a working design. - Explore artists, craftspeople and designers using their work as a basis to develop their own piece of work. - Understand and explore different hand building ceramic techniques, developing their fine motor and tactile skills three dimensionally to create a final 3d outcome. - Link their own and other artists work exploring Italian culture
What pupils should already know (prior learning components)	- In line with the National Curriculum requirements students will have already looked at artists, experimented with materials, drawn from different sources and produced outcomes (year 7 insects project 2021-22 curriculum) - Students should know how to draw using guidelines and mapping out (insect project in Year 7) - Students should know how to study an artist – in year 7 students will explore how artists used different styles that could make their work recognisable - Students should be able to use different materials, such as pencil, pencil crayon and paint to a basic level.	- In line with the National curriculum requirements students should have explored a range of 3d media and basic tactile exploration and manipulation (source Thornhill J & I long term planning document) - Students should be becoming confident in using an artist to inspire their own ideas. - Students should be becoming more confident in their ability to analyse visual work - Students should already know that mixing paint creates different colours (KS2 and year 7 colour theory project)

Commented [RH1]: I am not sure the why is clear here. Is it about layering and mark making in the style of different artists? If so could an overarching why be added?

		Students should have some proficiency and understanding of applying paint (KS2 and year 7 colour theory insects curriculum 2021-22)
Transferrable knowledge (skills)	- Colour application and how to use painting medium effectively and with developing neatness and skill. - How to record observations using different media and techniques - How to develop a wider understanding of the cultural world and the visual world around them - How to develop students’ skills of analysis of others work - How to improve dexterity and coordination	- How to further develop dexterity and coordination - How to record ideas through 3d exploration. - A broadening understanding of the visual and wider world around them. - A developing understanding of global issues. - Continued development of visual analysis. - Continued development of colour application to a 3D surface.
Key vocabulary pupil will know and learn	Batik, sgraffito, monoprint, transfer, texture, collage, fluid, translucent	Pinch pot, sculpture, detail, 3D, slab, score, kiln, ceramic, slip, score, coil, fired, bone dry, design, tactile.
Assessment activities	1 hour to recreate their own can piece on an independent level, showing all skills learned in this topic.	Continuous ‘live’ formative assessment within the lesson
Resources available	- Rosalind Monks - Clare Youngs - Abby Diamond. - Marie Therese King (resource links to be placed here when complete)	Italian bird sculptures (resource links to be placed here when complete)
Notes Why this topic is important Why this topic is important...	- This topic provides opportunities for students to develop both their knowledge and skills within the subject in drawing through exploration of various mark making techniques. - This topic allows students to explore the work of artists in order to inform their own work. - Provide students with the opportunity to consolidate colour mixing understanding - Allow students to broaden their range of art techniques, such as collage, sgraffito and inkwork.	- Develops students’ understanding of Art in the wider world beyond education, such as for craft careers and environmental purposes, making students aware that art is used for many purposes outside of the classroom. - Provides opportunities for students to broaden their range of art techniques, developing both their knowledge and skills within the subject through exploration of 3d materials and processes. - Provide students with the opportunity to consolidate colour mixing understanding, applying knowledge to their ceramic piece.

Commented [RH2]: Again is this about communicating with others or through art work?