FARINGDON COMMUNITY COLLEGE

Year 8 – Programme of Study for Art

	Term 1	Term 2	Term 4	Term 3	Term 5	Term 6
Theme	Op Art		Gargoyles Franz Marc – The foxes		Animals	
Key knowledge	Know what is meant by optical art and be familiar with the work of Bridget Riley and Victor Vasarely Know what is meant by one-point and two-point perspective. Begin to develop an understanding of drawing more complex forms from different perspectives. Know what is meant by a thumbnail design and their purpose.		Know that a range of contextual sources (not just artists) can be used as starting points for developing artwork Recall colour theory (including harmonious and contrasting colours) and understand their use within a colour triangle. Know what is meant by a tint and shade and how to mix them. Know about Franz marc and the main features of his work. Know how Franz Marc used colour within his work.		That colour has a variety of meaning in art That we can symbolise colour use in our own artwork. EHow to evaluate our work and explain how improvements could be made using art terminology.	
Key skills	Create optical illusions through the use of tone and depth. Improve our use of directional shading and gradual tone. Draw own simple forms using one point and two-point perspective. Use thumbnail designs to refine own composition and ideas. Compose an individual work depicting a variety of forms that show depth, space, and detail Refine and edit while working; respond to feedback and directed improvement		Create a mood board to communicate ideas and understand the importance of visual research Draw from a variety of secondary sources for own visual research Design own gargoyle pinch pot Join clay securely to create a pinch pot Create detail and texture using clay. Refine and edit as work progresses. Visually investigate the work of Franz Marc by creating an artist study		Create a depth of tone using watercolour through use of layers Apply the features of Franz Marc's work to compose own repeated animal design. To trace and repeat with accuracy. To give thought and reasoning to choice of own colour scheme Blend oil pastels evenly, using the lighter colour first. Use oil pastels to create own Franz Marc inspired piece. Refine, reflect, and edit while working; respond to feedback and directed improvement.	

Useful websites
• https://artsandculture.google.com/ • https://www.tate.org.uk/kids • https://archived.metmuseum.org/art/online-features/metkids/ • https://www.natgeokids.com/ie/teacher-category/art/ • https://www.npg.org.uk/
Extended reading list
The Art Book for Children by Gipson, Renshaw and Williams A History of Pictures for Children by Hockney and Gayford The Story of Art Without Men: An Illustrated Guide to Amazing Women Artists by Katy Hessel Art School (in a book) by R. Tovey Steal Like an Artist: 10 Things Nobody Told You About Being Creative – Austin Kleon 13 Modern Artists Children Should Know Brad Finger The Sketchbook Challenge Molly Egan and contributing illustrators Art Matters: illustrated essay collection by Neil Gaiman, with artwork by Chris Riddell.

Ways to support and extend student learning in this subject
• Draw from observation • Keep a visual diary or sketchbook • Visit exhibitions within local or national galleries and museums. • Explore YouTube videos demonstrating various techniques and processes. Watch Sky Arts documentaries and programmes such as *Portrait Artist of the Year, Landscape Artist of the Year* or *The Great Pottery Throwdown* • Explore and experiment with a range of art materials and tools

Expected standard for Year X
• Students confidently begin drawings with accurate initial outlines and construction lines. • Students use a wider range of tonal values to create convincing form and depth. • Students apply directional shading consistently and appropriately to describe surface texture and structure. • Students draw from observation with increasing accuracy, demonstrating awareness of proportion, scale and perspective. • Students refine and improve drawings through observation and correction. • Students paint with greater control and purpose • Students mix and use colour with increasing understanding, including tints, shades and complementary colours. • Students generate and develop their own ideas from a range of sources. • Students annotate work thoughtfully, explaining decisions and evaluating the success of techniques used. • Students use subject-specific vocabulary accurately when reflecting on their work. • Students analyse artists' work, discussing techniques, materials, themes and intentions. • Students compare aspects of different artists, movements or styles. • Students explain clearly how artists have influenced their own work and adapt ideas rather than simply copying them. • Students express informed and reasoned opinions about artworks using appropriate art terminology.