



**Scheme of Work
YEAR 8**

SUBJECT Art

	Viewpoints - Perspective Basics	Viewpoints – Imaginative Perspective	Patrick Hughes Project	Illustration Project	Gaudi Project
Key concepts	Understanding how to use the rules of perspective to depict Three dimensional images in drawings.	Exploring how you can use perspective techniques to create more imaginative images and think more creatively about viewpoints.	Look in detail at the work of an artist who specialises in imaginative use of perspective and use this work as inspiration for an imaginative piece.	Explore how illustrators interpret text and create imaginative images to accompany it. Experimenting with a range of media in development of ideas for their own illustration.	Investigate the work of Gaudi and use this as inspiration for a card/paper based decorative sculpture.
Themes	One point perspective. Two-point perspective. Implementing perspective in drawing.	Circle building task – One point perspective. Multiple viewpoints tasks – shattered values and multiple views.	Investigation of Patrick Hughes life/work. Exploring surrealism art. Production of a Patrick Hughes inspired piece.	Different paint and media techniques. The art of silhouettes (including the work of Jan Pienkowski) Creation of a silhouette based illustration.	Investigation of the life/work of Gaudi Exploring pattern and decoration. Creation of a papier mache sculpture.
Challenge	Encouragement to attempt more challenging subject matter. Higher level use of perspective in terms of adding details.	Higher level tasks – more challenging ideas. More difficult resources.	Encourage more original and imaginative ideas. Exemplar examples.	Encouragement to attempt more challenging subject matter. Explore more complex design features.	Encouragement to attempt more challenging subject matter. Higher expectation to show more mastery of different media.
Support	Simpler subject matter. Step by step guides.	Simpler tasks Exemplar examples	Preprepared templates. Simpler design brief	Simpler subject matter. Exemplar examples.	Simpler subject matter. Exemplar examples.
Literacy focus	Key words – perspective, vanishing point, horizon, orthogonal, depth.	Key words – perspective, vanishing point, horizon, orthogonal, depth, viewpoint,	Key words for perspective and additional reading and comprehension when researching artists.	Key words for illustration styles, media and techniques and additional reading and comprehension when researching artists.	Key words for papier mache techniques, decorative work and additional reading and comprehension when researching artists.



Numeracy Focus	Use of rulers and understanding of depth and scale.	Use of rulers and understanding of depth and scale.	Use of rulers and understanding of depth and scale.	Scaling and transferring images.	Scale and construction.
Cross-curricular links	Three-dimensional drawing skills and drawing of basic shapes – Maths and DT. History – cultural background for development of perspective.	Three-dimensional drawing skills and drawing of basic shapes – Maths and DT English – when writing about artwork (descriptive writing).	Three-dimensional drawing skills and drawing of basic shapes – Maths and DT English – when writing about artwork (descriptive writing).	English – when writing about artwork (descriptive writing). Creative writing and illustrating images.	English – when writing about artwork (descriptive writing). DT – construction techniques.
SMSC & MBV	Respect and tolerance of others during class discussion. Imagination and creativity in learning. Following rules and guidance.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Spiritual appreciation. Cultural investigations looking at the art of other cultures.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Spiritual appreciation.
ASSESSMENTS	Imaginative perspective drawing.	Opportunity for peer assessment.	Final Patrick Hughes piece.	Final illustration piece.	Natural Form studies Final Building – self assessment.
Out of school learning	IST task – drawing and research sections.	IST task – drawing and research sections.	IST task – drawing and research sections.	IST task – drawing and research sections.	IST task – drawing and research sections.



Topic: Viewpoints – Perspective Basics

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1 - 2	<p>Introduction to perspective and One Point Perspective Explanation of rules of perspective Demonstration of one-point perspectives with a range of shapes. Practise our drawing skills</p>	<p>Understanding of creating 3 dimensions in artwork. Accuracy in drawing basic shapes following the rules of one-point perspective. Students beginning to explore more complicated shapes and adding tone. Task: A series of drawings of cubes/cuboids using one-point perspective. Introduction of more variety of basic shapes (cylinders, prisms, etc) Linking shapes to make more complex drawings (letters and blocks, buildings)</p>	<p>Challenge More complicated shapes and adding accurate shading and detail. Support Step by step guides Basic shapes.</p>	<p>Paper, Pencils Resource sheets.</p>
3-4	<p>Two- Point Perspective Explanation of rules of two-point perspective and demonstration with a range of shapes. Practise our drawing skills</p>	<p>Understanding of creating 3 dimensions in artwork. Accuracy in drawing basic shapes following the rules of two-point perspective. Students beginning to explore more complicated shapes and adding tone. Task: A series of drawings of cubes/cuboids using two-point perspective. Introduction of more variety of basic shapes (cylinders, prisms, etc) Linking shapes to make more complex drawings (letters and blocks, buildings)</p>	<p>Challenge More complicated shapes and adding accurate shading and detail. Support Step by step guides Basic shapes.</p>	<p>Paper, Pencils Resource sheets.</p>
5-7	<p>Perspective Assessment Piece Imaginative use of one- or two-point perspective. Understanding how to use perspective to create more realistic and accurate images. Demonstration of knowledge and imagination.</p>	<p>Evidence of an imaginative piece of work that demonstrates successful use of either one- or two-point perspective. Evidence of tone and detail in work. Task: Using resource sheets and guides for inspiration, students to produce an image that evidences their skills and knowledge of using perspective.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.</p>	<p>Paper, pencils, examples.</p>



Topic: Viewpoints – Imaginative Viewpoints

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Circle Building task Implementation of one-point perspective to create an imaginative view of buildings Continued practice in mastering media.</p>	<p>Accurate use of one-point perspective to create an image based on a circular design. Buildings should show details and decoration that follow the rules of perspective. Task: Discussion of task and review of exemplar images for inspiration. Students to create a series of connected buildings all leading to a centre point on the circle. They should include details such as windows, doors and brickwork.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.</p>	<p>Paper, pencils, examples.</p>
2 - 3	<p>Circle Building task cont. Implementation of one-point perspective to create an imaginative view of buildings Continued practice in mastering media.</p>	<p>Accurate use of one-point perspective to create an image based on a circular design. Buildings should show details and decoration that follow the rules of perspective and imaginative and controlled use of colour media. Task: Review of task and exemplar images for inspiration. Students to create a series of connected buildings all leading to a centre point on the circle. They should include details such as windows, doors and brickwork. They can then create an imaginative sky to frame buildings and add colour to the buildings themselves.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.</p>	<p>Paper, pencils, examples, watercolour pencils and paints.</p>
4	<p>Introduction to Cubism and Tonal work Discussion of the development Cubism and how it uses multiple viewpoints</p>	<p>Show some knowledge of Cubism and the artists who work in that style. Create a shattered values design to demonstrate a range of tonal values</p>	<p>Challenge Encouragement to look at examples with higher levels of complexity.</p>	<p>Paper, pencils, examples, resource images,</p>



	Demonstrating a tonal value range through an imaginative composition.	<p>Task: Introduction to Cubism and the artists involved – discussion of different types of cubism and the technique. Create an abstracted composition and shade it showing gradation of tone.</p>	<p>And to create their own design for the page sections. Support Simpler examples Part prepared composition.</p>	Cubism worksheet.
5 -7	<p>Multiple Viewpoints task. Experimenting with different viewpoints of the same object. Opportunity to revisit drawing skills with tone, texture and detail.</p>	<p>Use of imagination to create an abstracted view (cubist style) of an object showing multiple angles and viewpoints. Show some knowledge of Cubism and the artists who work in that style. Task: Recap on Cubism and an abstracted style – discussion of incorporating multiple viewpoints. Students to create an abstracted/Cubist view of an object by dividing their paper up into sections and filling each section with a different viewpoint of the same object. Drawings done using tonal pencil and should show attention to detail, texture and tone.</p>	<p>Challenge Encouragement to look at examples with higher levels of complexity. And to create their own design for the page sections. Support Simpler examples Part prepared composition.</p>	Paper, pencils, examples, resource images.



Topic: Patrick Hughes Project

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Surrealism Investigation into the Surrealists and their work Look at where their inspiration came from and how they have influenced other artists. Develop skills in writing about art.</p>	<p>Basic knowledge of work of Surrealism and key artists in the movement. Be able to give an opinion about artwork. Task: Introduction to Surrealism – and discussion of the artwork. Worksheet on Surrealists.</p>	<p>Challenge Targeted questioning Support Structured worksheet – keyword lists.</p>	<p>Presentation, worksheets.</p>
2-3	<p>Investigation Surrealist ideas. Practical look at the work of the surrealists (specifically the work of Dali and Magritte) and investigation of surreal ideas through sketching. Practise drawing skills</p>	<p>Review of the work of Dali and Magritte and key features of their work. Evidence of investigating the work of the artists through a collection of sketches. Task: Introduction to task – students to produce a series of sketches featuring elements of the artist’s work. The drawing task focus is to practice drawing skills and thinking about being imaginative with concepts like juxtaposition, metamorphosis, scale change or natural laws.</p>	<p>Challenge Range of examples with differing levels of difficulty. More able encouraged to create more challenging designs. Support Simpler designs to work from.</p>	<p>Presentation, resources</p>
4-6	<p>Surrealist Picture. Implementation of Surreal ideas in an original piece of work and also incorporating some basic one-point perspective in design.</p>	<p>Production of an artwork (collage) that features simple perspective in a surreal composition – student work will feature a horizon and orthogonal lines as well as a surreal theme for objects positioned within the image. Task: Background – painting techniques to produce a blended sky (consider use of unrealistic colours). Addition of basic landscape features (hills and lines) Surreal features added (in theme of Dali’s The Eye or Magritte’s The Castle in the Pyrannees).</p>	<p>Challenge Range of examples with differing levels of difficulty. More able encouraged to create more challenging designs. Support Simpler designs to work from. Step by step guides.</p>	<p>Resource images, paper, pencils, paint, inks.</p>



6	<p>Introduction to Patrick Hughes and Reverspective Investigation into life and work of artist Patrick Hughes. Look at how artists can manipulate perspective for imaginative effect. Develop skills in writing about art.</p>	<p>Basic knowledge of work of Patrick Hughes and his technique. Be able to give an opinion about artwork. Task: Introduction to Patrick Hughes – watch film about his work. Worksheet on Reverspective and optical illusions.</p>	<p>Challenge Targeted questioning Support Structured worksheet – keyword lists.</p>	<p>Presentation, worksheets.</p>
7	<p>Patrick Hughes Practice Piece Investigation into technique of Patrick Hughes. Applying one-point perspective into a Hughes style design to create an optical illusion.</p>	<p>Production of a basic Patrick Hughes styled artwork using a preprepared template. Tasks acts as a practice piece for their final design. Task: Review of work of Hughes and look at key features. Students to choose a template to work on (partially done or completely blank) and sketch out a design that links to the work of Hughes. Students can add colour to the design.</p>	<p>Challenge Range of examples with differing levels of difficulty. More able encouraged to create more challenging designs. Support Simpler designs to work from. Preprepared templates at varying levels of completion.</p>	<p>Paper, Pencils, resource sheets, templates.</p>
9 - 10	<p>Patrick Hughes Final Piece Creation of an art piece inspired by Patrick Hughes, Surrealism and drawing on ideas produced in practice piece. Investigation into technique of Patrick Hughes. Applying one-point perspective into a Hughes style design to create an optical illusion.</p>	<p>Creation of an art piece inspired by Patrick Hughes, Surrealism and drawing on ideas produced in practice piece. Task: Review of work of Hughes and practice design. Students to work on a blank template and sketch out a design that links to the work of Hughes, but also shows imagination and an original design. Reminder to follow the rules of one-point perspective and design brief to create a successful optical illusion (frequent use of orthogonal lines on at least 2 sides)</p>	<p>Challenge Encouragement to look at examples with higher levels of complexity. Encouragement to be more creative with ideas and attempt more challenging design. Support Simpler examples Basic outline shapes.</p>	<p>Paper, Pencils, resource sheets, templates.</p>
11-12	<p>Patrick Hughes Final Piece – Assessment Creation of an art piece inspired by Patrick Hughes, Surrealism and drawing on ideas produced in practice piece. Investigation into technique of Patrick Hughes. Applying one-point perspective into a Hughes style design to create an optical illusion. Imaginative use of colour media to enhance artwork.</p>	<p>Creation of an art piece inspired by Patrick Hughes, Surrealism and drawing on ideas produced in practice piece. Task: Students to add colour to design – either through colour pencils, watercolour pencils or watercolour paint. Demonstration of some different techniques to create effects for grass, bricks, trees, etc.</p>	<p>Challenge Encouragement to look at examples with higher levels of complexity. Encouragement to be more creative with ideas and attempt more challenging design. Support Simpler examples Basic outline shapes. Exemplar examples.</p>	<p>Paper, Pencils, resource sheets, templates, paint and pencils.</p>



Topic: Illustration Project – Illustrator styles

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>What is Illustration Introduction to concept of illustration – different types of illustration. Look at examples of famous illustrators</p>	<p>Students understand the range of different types and purposes of illustration. They will also be able to recognise the work of some famous illustrators. Task: Introduction to project and examples of different types of illustration. Illustration w/sheet – comparing and identifying work.</p>	<p>Challenge Directed questions about techniques and purpose. Support Fact sheets for styles and techniques.</p>	<p>Paper, Pencils w/sheets.</p>
2-3	<p>Illustrator styles - Blake Investigation into the work and technique of Quentin Blake. Practical skill development – Pen and ink.</p>	<p>Students to be familiar with style and characteristics of the work of Quentin Blake. Exploration and development of techniques using pen and ink. Task: Discussion of work and style – identifying key characteristics. Students to create a copy of Blake’s work using pen, ink and colour wash.</p>	<p>Challenge Directed questions discussing work – more challenging images. Support Step by step guides Key words</p>	<p>Paper, Pencils Resource sheets.</p>
4-5	<p>Illustrator styles - Burgerman Investigation into the work and technique of Jon Burgerman Practical skill development – Cartoon style doodles.</p>	<p>Students to be familiar with style and characteristics of the work of Jon Burgerman. Exploration and development of techniques using pen, pencil and paint and cartoon style. Task: Discussion of work and style – identifying key characteristics. Students to create a copy of Burgerman’s work using pen and colour media.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.</p>	<p>Paper, pencils, examples.</p>



Topic: Illustration Project – Illustrator styles

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
6-7	<p>Illustrator styles – Eric Carle Investigation into the work and technique of Eric Carle Practical skill development – collage</p>	<p>Students to be familiar with style and characteristics of the work of Eric Carle. Exploration and development of techniques using coloured paper collage. Task: Discussion of work and style – identifying key characteristics. Students to create a copy of Carle’s work using painted paper and collage.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.</p>	<p>Paper, Pencils, acrylic paint Resource sheets.</p>
8-9	<p>Illustrator styles – Anthony Browne Investigation into the work and technique of Anthony Brown. Link ideas back to Surrealism in earlier project. Practical development – watercolour.</p>	<p>Students to be familiar with style and characteristics of the work of Anthony Browne. Exploration and development of techniques using careful observation, surrealism and watercolour. Task: Discussion of work and style – identifying key characteristics. Students to create a copy of Browne’s work using pencil and watercolour.</p>	<p>Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.</p>	<p>Paper, Pencils Resource sheets.</p>



Topic: Illustration Project – Silhouette

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
10	<p>Silhouette – Key artists Introduction to style of silhouettes and key artists that work in this style. Discuss the purpose of art. Discussion of key factors of silhouette art and how to create an aesthetic composition.</p>	<p>Students understand the way that silhouettes are constructed and how to make images imaginative and show character and detail. Know some key artists working in the silhouette style. Task: Introduction to the style of using silhouette. Silhouette w/sheet – comparing and identifying work from Reiniger, Walker and Pienkowski.</p>	<p>Challenge Directed questions about techniques and purpose. Support Key words and statements.</p>	<p>Paper, Pencils w/sheets.</p>
11-12	<p>Silhouette Development Illustrating a story scene using silhouette style – consideration of character, imaginative composition and appropriate use of image to depict written words. Show clear links to the techniques used by the artists discussed.</p>	<p>Students to create a silhouette styled image to depict a scene from a story – their image should use techniques that they have explored in previous lesson and the characteristics of artists discussed. Task: Introduction to theme and review of silhouette style and art from previous lesson. Students to create a story scene that they can illustrate in silhouette – illustration w/sheet for scene description, key features and design. Students to outline and fill in successful design in black pen to create a strong image suitable for scanning and printing on acetate.</p>	<p>Challenge Encouragement to make links with more complex imagery and designs. Support Simpler resource images – suggested storylines or themes.</p>	<p>Paper, Pencils Resource sheets, w/sheet.</p>
13	<p>Background experiments – Paint styles. Exploring different background styles linked to the work of Pienkowski Practical skill development – paint effects using different paints and techniques.</p>	<p>Evidence of experimenting with a variety of different paint techniques in order to create a potentially interesting colour background for the silhouette. Task: Demonstration using different techniques – wet on wet, coloured ink, watercolour, salt, clingfilm. Students to explore different techniques and create a range of examples.</p>	<p>Challenge Encouragement to attempt more challenging techniques. Support Step by step guides</p>	<p>Paper, paint, ink, watercolour, brushes, salt, clingfilm.</p>



Topic: Illustration Project – Silhouette

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
14	<p>Background experiments – Pastel styles. Exploring different background styles linked to the work of Pienkowski Practical skill development – using different types of pastels</p>	<p>Evidence of experimenting with a chalk and oil pastel techniques in order to create a potentially interesting colour background for the silhouette. Task: Demonstration using different techniques – difference between chalk and oil, blending techniques. Students to explore different techniques and create a range of examples.</p>	<p>Challenge Encouragement to attempt more challenging techniques. Support Step by step guides</p>	<p>Paper, paint, chalk and oil pastels.</p>
15	<p>Background experiments – marbling and collage styles. Exploring different background styles linked to the work of Pienkowski Practical skill development – using different types of marbling skills and collage techniques.</p>	<p>Evidence of experimenting with marbling and collage techniques in order to create a potentially interesting colour background for the silhouette. Task: Demonstration using different techniques – how to create a marbling effect, possible use of washing up liquid and bubbles as an experimental effect, using coloured paper and experiments to create a collage. Students to explore different techniques and create a range of examples.</p>	<p>Challenge Encouragement to make links with more complex imagery and designs. Support Simpler resource images – suggested storylines or themes.</p>	<p>Paper, Pencils Marbling ink, poster paint, washing up liquid, coloured paper.</p>
16	<p>Background experiments – Technique review. Opportunity for students to review their experiments annotate their work and make an informed decision about what they would like to use for their final piece.</p>	<p>Students to create a review of their experiments with each technique and explain their preferences for the final piece of work Task: Students to collate all their technique examples and mount these up annotating their processes and review how each technique progressed.</p>	<p>Challenge Annotation guide – higher level key words/phrases. Support Annotation guide – structured sentence starters and key phrases.</p>	<p>Paper, Pencils Annotation guides.</p>
17	<p>Final Silhouette Piece - Assessment Combination of student silhouette image and appropriate background. Student work should show clear link to artists work and creative use of silhouette and colour background.</p>	<p>Students to combine acetate print of their silhouette with and creative colour background in a technique of their choice. Task: Students to create their colour background in their preferred technique. They should consider using a collage technique for extra contrast in selective areas.</p>	<p>Challenge Multiple levels of colour and collage – a range of techniques evident. Support</p>	<p>Paper, variety of appropriate colour media, glue, acetate prints of student silhouette illustrations.</p>



Topic: Gaudi Buildings

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	<p>Gaudi Introduction Introduce students to the work of Gaudi and the inspiration behind his elaborate designs. Opportunity to develop skills discussing artworks.</p>	<p>Students to know some basic facts about Gaudi and his work. They will be able to identify key concepts and styles that influenced his work. Task: Introduction to the life and work of Gaudi Worksheet on discussing his creations, art forms and techniques.</p>	<p>Challenge Directed questions Support Key words and sentence starters.</p>	<p>Presentation and w/sheets.</p>
2-3	<p>Investigating Gaudi's designs Opportunity to explore the shapes and forms of Gaudi's architecture. Further development of drawing skills (tone, form, detail).</p>	<p>Students to produce a series of studies of Gaudi 's work (focusing on architectural details and decorative features). Consideration of form, detail, and tone in drawings. Task: Demonstration and discussion of exemplar practice – focus on accurate drawing and adding details. Students to create a series of sketches by working from Gaudi resources.</p>	<p>Challenge Encouragement to make links with more complex imagery and designs. Support Simpler resource images.</p>	<p>Paper, Pencils Resource images.</p>
4-5	<p>Pattern experiments. Investigating the patterns and decorations used on Gaudi's buildings using paint and mosaic techniques.</p>	<p>Series of studies inspired by Gaudi designs. Students should have evidence of pen/pencil, paint and mosaic techniques. Task: Demonstration on picking out detail using pen and adding colour, wax resist, paint blending and mosaic. Students to produce evidence of each technique.</p>	<p>Challenge More complex design choices. Support Simpler resource images. Step by step guide.</p>	<p>Paper, Pencils Resource images, pens, paint, magazines, glue.</p>
6	<p>Natural form investigation - Assessment Following Gaudi's example, students to look at natural forms and create a series of drawings that they could possibly use for inspiration. Opportunity to revise observational drawing skills.</p>	<p>Students to produce a series of tonal studies of natural forms focusing on tone, form and detail. Task: A combination of natural form objects (shells, plants, etc) and resource images will be available for students to use to create their drawings.</p>	<p>Challenge Range of examples with differing levels of difficulty. More able encouraged to create more challenging designs. Support Resources for less able for observational task.</p>	<p>Paper, pencils, objects and resource sheets.</p>



Topic: Gaudi Buildings

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
7	Gaudi Inspired Design. Production of a building design inspired by the work of Gaudi. Designs should feature imaginative use of natural form and decoration.	Students to produce a design for a tower shaped building that incorporates imaginative shape and decoration. Task: Introduction to task and exemplar examples. Design worksheet	Challenge More complex design choices. Support Simpler resource images. Step by step guide.	Presentation and w/sheets.
8-9	Initial Construction Card and paper construction of towers showing consideration of structure, details and finish.	Students to produce the basic shape of their tower, linking it back to designs. They should try to construct a solid base for tower and be inventive with adding imaginative features. Task: Demonstration and discussion of exemplar practice – focus solid construction and review and refining work. Demonstration of papier mache technique and discussion of quality finish in preparation of decoration.	Challenge Encouragement to make links with more complex imagery and designs. Support Simpler resource images. Step by step guide.	Paper, Pencils, card, tape, glue, resource images.
10-12	Tower decoration and completion - Assessment Complete tower decoration with clear links to design brief, pattern experiments and Gaudi artwork.	Students will produce a successful Gaudi inspired tower that shows imagination, links to natural form and decorative features. Task: Demonstration and discussion of exemplar practice – focus refining paint techniques. Demonstration of adding detail, embellishment and highlighting features. Self review of work.	Challenge More complex design choices. Support Simpler resource images. Step by step guide.	Paper, Pencils Resource images, pens, paint, magazines, glue.