



Scheme of Work

SUBJECT Art

| | Viewpoints - Perspective Basics | Viewpoints – Imaginative Perspective | Patrick Hughes Project | Illustration Project | Graffiti Project |
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| 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 Graffiti artists 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 themed illustration. | Investigation of Graffiti art – art or vandalism? Exploring pattern and decoration. Creation of a 3D 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 construction techniques, decorative work and additional reading and comprehension when researching artists. |



YEAR 8

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| 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 (art with a message, challenging convention, etc). Spiritual appreciation. |
| ASSESSMENTS | Imaginative perspective drawing. | Opportunity for peer assessment. | Final Patrick Hughes piece. | Final illustration piece. | Final Construction – 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

| Rotation | Key concepts | Learning outcomes | Differentiation | Resource |
|----------|---|--|---|--|
| 1 | 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 | 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) | Challenge More complicated shapes and adding accurate shading and detail. Support Step by step guides Basic shapes. | Paper, Pencils Resource sheets. |
| 1 | Two- Point Perspective Explanation of rules of two-point perspective and demonstration with a range of shapes. Practise our drawing skills | 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) | Challenge More complicated shapes and adding accurate shading and detail. Support Step by step guides Basic shapes. | Paper, Pencils Resource sheets. |
| 1 | Circle Building task Implementation of one-point perspective to create an imaginative view of buildings Continued practice in mastering media | 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. 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. | Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images. | Paper, pencils, examples. |
| 1 | Circle Building Assessment Piece Implementation of one-point perspective to create an imaginative view of buildings. | Successfully completed image showing 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. | Challenge Higher levels of complexity. Support Simpler examples | Paper, pencils, examples, range of media. |



Topic: Patrick Hughes Project

| Rotation | Key concepts | Learning outcomes | Differentiation | Resource |
|----------|---|---|---|--|
| 1 | 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. | 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. | Challenge Targeted questioning Support Structured worksheet – keyword lists. | Presentation, worksheets. |
| 1 | Patrick Hughes Practice Piece Investigation into technique of Patrick Hughes. Applying one-point perspective into a Hughes style design to create an optical illusion. | 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. | 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. | Paper, Pencils, resource sheets, templates. |
| 1 | Patrick Hughes Final Assessment 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. | 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) 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. | 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. | Paper, Pencils, resource sheets, templates, paint and pencils. |



Topic: Illustration Project – Silhouette

| Rotation | Key concepts | Learning outcomes | Differentiation | Resource |
|----------|---|--|---|---|
| 2 | 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. | 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. | Challenge Directed questions about techniques and purpose. Support Key words and statements. | Paper, Pencils w/sheets. |
| 2 | 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. | 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. | Challenge Encouragement to make links with more complex imagery and designs. Support Simpler resource images – suggested storylines or themes. | Paper, Pencils Resource sheets, w/sheet. |
| 2 | Background experiments – Paint styles. Exploring different background styles linked to the work of Pienkowski Practical skill development – paint effects using different paints and techniques. | 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, using different types of marbling skills (how to create a marbling effect, possible use of washing up liquid and bubbles as an experimental effect). Students to explore different techniques and create a range of examples. | Challenge Encouragement to attempt more challenging techniques. Support Step by step guides | Paper, paint, ink, watercolour, brushes, salt, clingfilm. Marbling ink. |
| 2 | Background experiments – Pastel and collage styles. Exploring different background styles linked to the work of Pienkowski Practical skill development – using different types of pastels and collage techniques. | 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. Using coloured paper and experiments to create a collage. Students to explore different techniques and create a range of examples. | Challenge Encouragement to attempt more challenging techniques. Support Step by step guides | Paper, paint, chalk and oil pastels, coloured paper. |



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| 2 | 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. | 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. | Challenge Annotation guide – higher level key words/phrases. Support Annotation guide – structured sentence starters and key phrases. | Paper, Pencils Annotation guides. |
| 2 | 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. | 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. | Challenge Multiple levels of colour and collage – a range of techniques evident. Support | Paper, variety of appropriate colour media, glue, acetate prints of student silhouette illustrations. |



Topic: Graffiti Project

| Lesson | Key concepts | Learning outcomes | Differentiation | Resource |
|--------|---|--|--|---|
| 2 | Graffiti Introduction Introduce students to the work of different graffiti artists and styles. Opportunity to develop skills discussing artworks. Introduction to project – 3D graffiti Fence construction (looking at exemplar examples). | Students to know some basic facts about Graffiti art and some key artists (such as Banksy). They will be able to identify key concepts and styles that influenced their work. Task: Introduction to the theme of Graffiti and examples of different works. Worksheet on discussing graffiti and different artists and images. | Challenge Directed questions Support Key words and sentence starters. | Presentation and w/sheets. |
| 2 | Creating Key word/Name design. Discussion of different styles of font and creative lettering Planning and layout ideas – what makes a successful design. | Students to produce a design plan for their fence graffiti showing consideration of form, imaginative design and consideration of layout. Task: Demonstration and discussion of exemplar practice – focus on scale and spacing as well as thinking about use of colour. Students to create a series of sketches by working from Graffiti lettering examples. | Challenge Encouragement to make links with more complex imagery and designs. Support Simpler resource images. | Paper, Pencils Resource images. |
| 2 | Creation of Fence background. Creation of Fence background. Consideration of colour/decoration of background. | Step by step construction of the background fence (using sticks or card). Task: Pupils to construct an appropriately sized fence/background. Evidence of some thought into appropriate or imaginative colouring of the fence/background using appropriate media. | Challenge More complex design choices. Support Simpler resource images. Step by step guide. | Paper, Pencils Resource images, pens, paint, |
| 2 | Transfer of Design Transfer of design and painting of image. | Students to transfer their original design and add colour using appropriate media. Task: Pupils to accurately transfer design. Evidence of appropriate technique and successfully transferred image that demonstrates links back to graffiti theme. | Challenge More complex design choices. Support Simpler resource images. Step by step guide. | |
| 2 | Final construction - Assessment Completion of fence design and construction into a free-standing piece. | Students to produce a successful 3D free standing fence scene showing clear link to graffiti styles/inspiration. Task: Students to complete design and fix it to a foam/card base. They will add colour and details to create the illusion of a 3D fence scene. | Challenge More able encouraged to create more challenging designs. Support Step by step guide. | Paint, glue, card, foam, pebbles, dries leaves/twigs, etc. |