

ART

Year 8 Mid Term Plan – Term 3&4

Unit 3: Careers and Mixed Media

Unit Intent and overview

- 1.Introduce students to a variety of art careers
- 2.Introduce students to different styles of arts, including photography, graphic design and mixed media.
- 3.Introduce students to design and negative space
- 4.Introduce students to camera settings and photoshoot set ups.
- 5.Develop students theme page knowledge through research and class discussion
- 6.Develop students' image analysis through the higher ability of guided questions

Overview - This unit is important to help students get ready for the GCSE choice in Year 9. It also allows them to develop an understanding of Art as a career and how their education can support their goals and passions. Students will explore the wide variety of jobs and careers available in the Arts and creative sectors. Students will also look at how the Arts and creativity can support them in any job they may have in future. Students will look at the GCSEs that we offer at Rye College and explore artists relevant to each of these. Students will look at ideal careers and research potential routes into them.

This unit is designed to introduce students to art careers and the art GCSE offered at Rye College whilst also developing their mixed media skills through using different style of art and mediums together to create final pieces.

Lesson & Knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
<p>1</p> <p>How to complete a drawing assessment.</p> <p>Students to know the success criteria:</p>	<p>Drawing assessment -</p> <p>Students are to draw a still life set up. The main aim is to get students to focus on tone, line shape, detail, pattern, mark making.</p>	<p>Line</p> <p>Shape</p> <p>Assessment</p>	<p>1-hour drawing assessment into their sketchbooks using a double page and their 6B pencil.</p> <p>Assessment is to be done in silence and students should be encouraged to use the whole time to add to and improve their work.</p>	<p>Sketchbook</p> <p>6B pencils</p> <p>Rubbers</p> <p>Sharpener</p>	

<p>Line, Tone, Shape, Detail, Mark-making.</p> <p>For students to practice basic drawing skills and know what skill they need to use to improve their drawings.</p>	<p>Students are to review their last assessment feedback to know what they need to focus on.</p> <p>Feeds on from the key aspects of art and drawing.</p> <p>Feeds forward to the development of drawing skills and knowledge of the basic aspects of drawing.</p> <p>Students will be able to use assessment feedback to develop their knowledge and skill in the next assessment.</p>		<p>Students are to draw both of their shoes. The main aim is to get students to focus on tone, line shape, detail, pattern, mark making.</p> <p>Introduce students to the yr9 assessment slip, explain how it is used and what students should focus on.</p> <p>Drawing Assessment slip to be completed by teacher.</p>		
<p>2</p> <p>Students need to know how the arts are used in potential careers.</p> <p>Students need to know how to use a group discussion in their learning.</p>	<p>Career in art and introduction to photography and mixed media</p> <p>Students are to complete a double page mind map of all the art careers they can think of. This activity will be completed as a class in a group discussion.</p> <p>Feeds on from: Exploring different forms of art. Title pages from Units 1 and 2.</p> <p>Feeds-forward to: Lesson 3, to the introduction of artists that use art as a career.</p>	<p>Career</p> <p>Creative</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. 2. Group discussion on what is an art career. 3. Students to show their knowledge through a mind map showing what they already know about the subject. <p>Students will have completed a double page mind map, broken down into fine art, photography, graphic design and others, all showing different jobs/careers that students can think of linking to the subtitles.</p>	<p>Sketchbook</p> <p>Pens</p>	<p>Reading task -</p> <p>Who is Andy Warhol</p> <p>https://www.tate.org.uk/kids/exploration/who-is/who-is-andy-warhol</p>

			This task allows the students to think about potential careers and build off other student's ideas. It forms key group work abilities.		
<p>3</p> <p>Students need to know how Andy Warhol used mixed media throughout his work.</p> <p>Students need to know how Andy Warhol created a career in art.</p>	<p>Andy Warhol theme page Introduction to Andy Warhol and his collection of skulls through a presentation. Students will begin their theme pages based on Andy Warhol. Students will focus on how the artists used different art techniques throughout their time and their opinion on the artist's work. Feeds on from: Lesson 2 on the introduction to Andy Warhol. Units 1 and 2 theme pages. Feeds-forward to: Completing an Andy Warhol theme page in Lesson 4 by adding opinion and meaning.</p>	<p>Mixed Media</p> <p>Screen print</p> <p>Life and death</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson 2. Students will show their knowledge and research skills through the development of a theme page. 3. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher. <p>Students will have completed a title page, to include information on the artist, opinion of the artist's work, what the students thinks the meaning and feeling of the artist's work is.</p> <p>This task introduces students to a new artist and gives them the information they need to build research skills and an opinion.</p>	<p>Sketchbook</p> <p>Colour mediums</p> <p>Information of Andy Warhol</p>	
<p>4</p> <p>Students need to know how Andy</p>	<p>Andy Warhol theme page Students will continue their theme pages based on Andy Warhol. Students will focus on</p>	<p>Mixed Media</p> <p>Screen print</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students 	<p>Sketchbook</p> <p>Colour mediums</p>	

<p>Warhol used mixed media throughout his work.</p> <p>Students need to know how Andy Warhol created a career out of art.</p>	<p>adding their opinion, the meaning and feeling of the work.</p> <p>Feeds on from: Lesson 3, where students started their theme page by adding facts and key information about the artists. Units 1 and 2 theme pages.</p> <p>Feeds-forward to: Completing an Andy Warhol theme page in Lesson 4 by adding an image analysis.</p>	<p>Life and death</p>	<p>understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson</p> <ol style="list-style-type: none"> Students will show their knowledge and research skills through the development of a theme page. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher. <p>Students will have completed a title page, information of the artist, opinion of the artist's work, what the students think the meaning and feeling of the artist's work is.</p> <p>This task introduces students to a new artist and gives them the information they need to build research skills and an opinion.</p>	<p>Information of Andy Warhol</p>	
<p>5</p> <p>The students need to know how to read an image. The students need to know how to develop an opinion through</p>	<p>Andy Warhol image analysis Students are to analyse an Andy Warhol Skull image. This will help develop their understanding of the meaning and feeling. Students will look at the colour, texture, lighting, contrast and detail in the image.</p> <p>Feeds on from:</p>	<p>Photography</p> <p>Silk screen</p> <p>Contrast</p>	<ol style="list-style-type: none"> Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson Students will show their knowledge and research skills 	<p>Sketchbook</p> <p>Pen/pencil</p> <p>Analysis sheet</p>	<p>Students are to create a page based on an art career that they would be interested</p>

<p>analysing an image.</p>	<p>Lesson 4, where students added their opinion, meaning and feeling to their theme page. Feeds forward to: Lesson 6, where students begin to learn the skills that the artist uses.</p>		<p>through the development of a theme page.</p> <p>3. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher.</p> <p>Students will have completed a title page, information on the artist, opinion of the artist's work, what the students think the meaning and feeling of the artist's work is.</p> <p>This task introduces students to a new artist and gives them the information they need to build research skills and an opinion.</p>		<p>in doing in the future.</p> <p>Students are to have a title, drawings relating to the job, information about the career and what education you need to do it.</p>
<p>6</p> <p>The students need to know how to use the basic settings on a camera</p> <p>The students need to know the names of the basic settings on a camera</p>	<p>Skull photography and camera worksheet</p> <p>Students are to complete a camera worksheet which will give them knowledge on how to use the camera.</p> <p>Students will draw the camera and answer questions based on the settings and how the students will use it.</p> <p>Feeds on from: Lessons 2-5 where students gained knowledge of the artist and his methods through research. Year 7 - line and shape unit. Development of the basic art skills.</p>	<p>Camera</p> <p>Settings</p> <p>Macro</p>	<p>1. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes.</p> <p>Students will complete a double page spread of students drawing the camera and answering camera specific questions in their sketchbook.</p> <p>The activity gives students the knowledge to use a camera and develop knowledge on a new skill</p>	<p>Sketchbook</p> <p>Pen</p> <p>Pencil</p> <p>Worksheet</p>	

	Feeds-forward to: Lesson 7 - Students will take their own photos using the camera settings.				
7 The students need to know how to use the basic settings on a camera. The students need to know the names of the basic settings on a camera.	Skull photography and camera worksheet Students will take turns photographing a skull set up using basic camera settings. Students are to complete a camera worksheet which will give them knowledge on how to use the camera. Students will draw the camera and answer questions based on the settings and how the students will use it. Feeds on from: Lessons 2-5 where students gained knowledge of the artist and his methods through research. Year 7 - line and shape unit. Development of the basic art skills. Feeds-forward to: Students using their own images in Lesson 8 to complete a mixed media skull piece inspired by Warhol.	Camera Settings Macro	1. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes. Students will have completed a double page spread of students drawing the camera and answering camera specific questions in their sketchbook. Students will also have a selection of photographs on a contact sheet showing their photos of the skull set up. The activity gives students the knowledge to use a camera and develop knowledge on a new skill	Sketchbook Pen Pencil Worksheet Camera Backdrop Skulls	
8 Students need to know how different mediums convey	Skull mixed media collage Students will use an image of a skull A4 to recreate the Andy Warhol skulls in their own creative way. They can cut up the Skull, they can use it as a	Layering Collage	1. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes. 2. Students will show their knowledge of Mixed media and	Sketchbook Pen Colour pencils	Complete a colour copy of the Andy Warhol image on A4, in

<p>feeling and meaning.</p> <p>Students need to know how to use different mediums to build their experimentation skills.</p>	<p>base, or they can use it as a reference for drawing the skull. Students can draw on the images, add paint and coloured paper to develop a mix media outcome.</p> <p>They need to focus on showing life and death. The skulls convey death, the students need to show LIFE.</p> <p>Feeds on from: Year 7 - line and shape unit. Year 8, Unit 1, colour theory. Lessons 3 and 4, Andy Warhol theme page.</p> <p>Feeds-forward to: Students will complete a final piece based on the research they have done on Andy Warhol.</p>		<p>Andy Warhol through the development of their own creative practical piece of work.</p> <p>3. This piece of artwork will be assessed with the theme page slip by the teacher.</p> <p>Students will have completed a mixed media piece using their skull photograph as a base of reference. Their pieces will represent life.</p> <p>The activity gives the students a chance to convey meaning and feeling by using different mediums.</p>	<p>Oil pastel</p> <p>Collage resources</p> <p>Glue</p> <p>Copy of Andy Warhol image</p>	<p>colour pencil.</p>
<p>9</p> <p>Students need to know how different mediums convey feeling and meaning.</p> <p>Students need to know how to use different mediums to build their experimentation skills.</p>	<p>Skull mixed media collage</p> <p>Students will use an image of a skull A4 to recreate the Andy Warhol skulls in their own creative way. They can cut up the Skull, they can use it as a base, or they can use it as reference for drawing the skull. Students can draw on the images, add paint and coloured paper to build up a mix media outcome.</p> <p>They need to focus on showing life and death. The skulls convey death, the students need to show LIFE.</p>	<p>Life</p> <p>Death</p> <p>Meaning</p> <p>Convey</p>	<p>4. Teacher will helicopter to give support and verbal feedback to develop the student's ideas and creative outcomes.</p> <p>5. Students will show their knowledge of Mixed media and Andy Warhol through the development of their own creative practical piece of work.</p> <p>6. This piece of artwork will be assessed with the theme page slip by the teacher.</p> <p>Students will have completed a mixed media piece using their skull photograph</p>	<p>Sketchbook</p> <p>Pen</p> <p>Colour pencils</p> <p>Oil pastel</p> <p>Collage resources</p> <p>Glue</p>	

	<p>Feeds on from: Year 7 - line and shape unit. Year 8 Unit 1, colour theory. Lessons 3 and 4, Andy Warhol theme page. Lesson 8, where students would have started their final Andy Warhol piece.</p> <p>Feeds-forward to: Term 4 where students will be introduced to a new artist who uses art as a career.</p>		<p>as a base of reference. Their pieces will represent life.</p> <p>The activity gives the students a chance to convey meaning and feeling by using different mediums.</p>	Copy of Andy Warhol image	
Half Term					
<p>1</p> <p>Students need to know how else careers can be developed in the arts.</p> <p>Students need to know how graphic design is important in the arts.</p> <p>Graphic design is also a GCSE options, students will be introduced to this.</p>	<p>Introduction to graphic design Students are to complete a title page for graphic design. Students will include write information from a class discussion explaining what graphic design is and how it is used.</p> <p>Feeds on from: Research skills and Term 3, arts careers research.</p> <p>Feeds-forward to: Lesson 2, students being introduced to a graphic designer.</p>	<p>Graphic design</p> <p>Designer</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. 2. Group discussion on what graphic design. 3. Students to show their knowledge through a title page showing what they already know about the subject. <p>Students will have completed a title page, including a definition of and sketches linking to the career. Students presentation and layout should be creative and well considered.</p> <p>The activity introduces the students to graphic design with a chance to ask questions about the career.</p>	<p>Sketchbook</p> <p>Pencils</p> <p>Pen</p>	<p>Reading task - Who is Noma Bar?</p> <p>https://www.dutchuncle.co.uk/blog/noma-bar-ibm-campaign-illustrations</p>

<p>2</p> <p>Students need to know information about the artist's work and how they use graphic design.</p> <p>Students need to know how to link meaning to design instead of fine art.</p>	<p>Noma Bar theme page Introduction to Noma Bar poster designs. Students will create a theme page which will focus on information, colour, meaning and feeling. Feeds on from: Term 3 Lesson 2, careers mind map. Term 4, Lesson 1, introduction to graphic design. Feeds-forward to: Lesson 4 - Students analysing posters from IBM by Noma Bar.</p>	<p>Logos</p> <p>Posters</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson 2. Students will show their knowledge and research skills through the development of a theme page. 3. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher. <p>Students will have completed a title page, information on the artist, opinion of the artist's work, what the students thinks the meaning and feeling of the artist's work is.</p> <p>The activity introduces the students to a graphic designer that used graphics in advertising in a fine art style.</p>	<p>Sketchbook</p> <p>Information on artist</p> <p>Pen</p> <p>Colour pencils</p>	
<p>3</p> <p>Students need to know information about the artist's work and how they use graphic design.</p>	<p>Noma Bar theme page Introduction to Noma Bar poster designs. Students will create a theme page which will focus on information, colour, meaning and feeling. Feeds on from:</p>	<p>Layout design</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. Teachers will give verbal feedback throughout the lesson 	<p>Sketchbook</p> <p>Information on artist</p> <p>Pen</p> <p>Colour pencils</p>	

<p>Students need to know how to link meaning to design instead of fine art.</p>	<p>Term 3 Lesson 2, careers mind map. Term 4, Lesson 1, introduction to graphic design. Feeds-forward to: Lesson 4, Students analysing posters from IBM by Noma Bar.</p>		<ol style="list-style-type: none"> Students will show their knowledge and research skills through the development of a theme page. Theme pages will be assessed using a theme page assessment slip which will be used by the teacher. <p>Students will have completed a title page, to include information on the artist, opinion of the artist's work, what the students think the meaning and feeling of the artist's work is.</p> <p>The activity introduces the students to a graphic designer that used graphics in advertising in a fine art style.</p>		
<p>4</p> <p>Students need to know how the designer used negative space and block colour.</p> <p>Student need to know about layout and design to make their own poster eye catching.</p>	<p>Noma Bar IBM posters image analysis Students will be introduced to IBM and the posters by Noma Bar As a class, students will analyse one of the IBM posters using the information given by the teacher. The activity introduces the students to a graphic designer that used graphics in advertising and how the designer uses layout and negative space in their design. Feeds on from:</p>	<p>Layout</p> <p>Negative space</p>	<ol style="list-style-type: none"> Teacher will helicopter and give verbal feedback to stretch and challenge and support students. Students will complete a full image analysis to show their understanding and opinion of the artist's work. This will be assessed by the teacher as part of the theme page using the theme page assessment slip. <p>Students will have completed an image analysis showing notes on opinion, meaning, feeling, subjects, colour, details.</p>	<p>Pen</p> <p>Image of poster</p> <p>Glue</p>	<p>Reading task - What is negative and positive space? https://kidcourses.com/positive-and-negative-space-art-projects/</p>

	<p>Lessons 2&3 where students completed a theme page on the artists.</p> <p>Feeds forward to: Lesson 5, where students will complete a copy of an IBM poster to practice the skills used.</p>		<p>This will develop the students image analysis skills and their ability to read an image and identify the elements that create meaning and feeling.</p>		<p>Create a page on what negative and positive space in graphic design is.</p>
<p>5 Students need to know how to put their knowledge into practice.</p> <p>Students need to know how to draw up negative space.</p>	<p>Copy of Noma Bar poster Students will complete a colour copy of an IBM poster. This will develop the students understanding of block colour and negative space.</p> <p>The activity allows the students to identify how the knowledge from their research link to the practical skills they will be using.</p> <p>Feeds on from: Colour theory unit for use of block colour, line and shape unit for outline and drawing the shapes, Lessons 2,3 and 4, linking their practical skills to their knowledge.</p> <p>Feeds forward to: Lesson 6, where students will begin to design their own Noma Bar Poster.</p>	<p>Block colour</p> <p>Line</p> <p>Shape</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback throughout the lesson to stretch and challenge the students drawing skills. 2. Students will show their knowledge and skill of the artists and their techniques through the development of their copies. This will show how students have interpreted the social and political art unit. <p>Students will have completed an A4 copy of a Noma Bar poster.</p> <p>This will develop the students' knowledge of how negative space is used to create an illusion.</p>	<p>Copy of poster</p> <p>Colour mediums</p> <p>Pencil</p>	
<p>6 Students need to know how to use</p>	<p>Design of own poster Students are to design their own negative space poster</p>	<p>Environmental issues</p>	<ol style="list-style-type: none"> 1. support and verbal feedback to develop the student's ideas and creative outcomes. 	<p>Sketchbook</p> <p>Pencil</p>	

<p>negative space in their own work.</p> <p>Students need know how to link design to a meaning/purpose .</p>	<p>based on an environmental issue. This could by plastic pollution or deforestation, etc. The activity allows the students to identify how the knowledge from their research link to the practical skills they will be using.</p> <p>Feeds on from: Colour theory unit for use of block colour, line and shape unit for outline and drawing the shapes, lessons 2,3 and 4, linking their practical skills to their knowledge.</p> <p>Feeds-forward to: Lesson 7, where students will be creating their own IBM style poster.</p>	<p>Positive</p> <p>Negative</p> <p>Colour</p>	<ol style="list-style-type: none"> Students will show their knowledge of text and image and the artist through the development of their own creative practical piece of work. This piece of artwork will be assessed by the teacher with a what went well and what could be improved comment. <p>Students will have completed an A4 drawn design of their poster idea.</p>		
<p>7</p> <p>Students need to know how to use negative space.</p> <p>Students need to know how to develop their knowledge into practical skill.</p>	<p>Create poster</p> <p>Students are to create their own version of Paul Rand poster using their completed plan to guide them. This is to be done with coloured paper and collage and needs to be in their sketchbooks.</p> <p>Feeds on from: Colour theory unit for use of block colour, line and shape unit for outline and drawing the shapes, Lessons 2,3 and 4, linking their practical skills to their knowledge. Negative space homework.</p> <p>Feeds-forward to:</p>	<p>Layering</p> <p>Collage</p>	<ol style="list-style-type: none"> support and verbal feedback to develop the student's ideas and creative outcomes. Students will show their knowledge of text and image and the artist through the development of their own creative practical piece of work. This piece of artwork will be assessed by the teacher with a what went well and what could be improved comment. <p>Students will have completed an A4 poster using cut out shapes and collage</p>	<p>Sketch book</p> <p>Colour paper</p> <p>Pencil</p> <p>Glue</p> <p>Scissors.</p>	

	Lesson 8, where students will finish their own IBM style poster and annotating the outcome.		<p>then other colour medias to create negative space and an illusion linking to an environmental issue.</p> <p>The activity allows the students to use their knowledge and practice of skills to create their own poster inspired by Noma Bar.</p>		
<p>8</p> <p>Students need to know how to use negative space.</p> <p>Students need to know how to develop their knowledge into practical skill.</p>	<p>Create poster</p> <p>Students are to create their own version of Paul Rand poster using their completed plan to guide them. This is to be done with coloured paper and collage and needs to be in their sketchbooks.</p> <p>Feeds on from: Colour theory unit for use of block colour, line and shape unit for outline and drawing the shapes, Lessons 2,3 and 4, linking their practical skills to their knowledge. Negative space homework.</p> <p>Feeds-forward to:</p> <p>Units 5&6 where students will use the medium skills, they have learnt in the largescale mixed media piece.</p> <p>Year 9, subject choices, where students pick an art subject that they want to take.</p>	<p>Layering</p> <p>Collage</p>	<ol style="list-style-type: none"> 1. support and verbal feedback to develop the student's ideas and creative outcomes. 2. Students will show their knowledge of text and image and the artist through the development of their own creative practical piece of work. 3. This piece of artwork will be assessed by the teacher with a what went well and what could be improved comment. <p>Students will have completed an A4 poster using cut out shapes and collage then other colour medias to create negative space and an illusion linking to an environmental issue.</p> <p>The activity allows the students to use their knowledge and practice of skills to create their own poster inspired by Noma Bar.</p>	<p>Sketch book</p> <p>Colour paper</p> <p>Pencil</p> <p>Glue</p> <p>Scissors</p>	<p>The students are to annotate style of poster they created, how and why. What went well and what they could improve on.</p>

