






Schema
Scheme of work
& Curriculum map
Year 8 Art and Design

Year 8 - Art

Oakwood Academy

Year 8	Autumn 1							Autumn 2						Spring 1					Spring 2					Summer 1					Summer 2									
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Theme	Mythical Creature													William Morris Inspired Polyblock Print										Clay Mask Design														
Art activities	<p>Visit to The Three Sisters for a photography trip to photograph, plants, trees and landscapes. Using Photoshop experiment with different effects and techniques on your photographs to change colour and add distortions.</p> <p>Draw different types of lines to emphasise textures using pens.</p> <p>Introduction to mythical creatures from around the world</p> <p>Design a mythical creature</p> <p>Write a blurb about your creature and research the type of habitat your creature might live in.</p> <p>Refine your final composition by adding paint and tone.</p> <p>Using Photoshop add a title and a blurb to your scanned work. Experiment with the font style, size and colour to enhance your design.</p> <p>Refine your work further by changing the layout, colour and adding lighting effects.</p>													<p>Shading technique workshop</p> <p>Observational leaf drawing</p> <p>Discuss William Morris's wallpaper prints</p> <p>Develop colour blending skills using pencil crayons</p> <p>Create a design idea for a polystyrene print</p> <p>Add extra detail to the polystyrene and choose small areas to remove using scalpel</p> <p>Align the polystyrene with the first print and print the second design using a different colour</p>										<p>Art and History trip to Manchester to photograph gothic architecture in April.</p> <p>Learn about Gothic architecture and how gargoyles were used for decoration and drainage.</p> <p>Learn about the use of masks in African culture and the link between animals and nature. Develop a series of artistic research pages inspired by this theme.</p> <p>Observational drawings of animals and plants</p> <p>Design a mask with both animal and human features either humorous or grotesque.</p> <p>Cover health and safety rules when using clay.</p> <p>Clay workshop focusing on how to create different surface textures, mould intricate shapes and join clay using slip.</p> <p>Develop moulding and manipulation skills when recreating your design in clay.</p>														
Formal Elements	Line Texture Colour Tone Proportion Shape Form													Line Texture Colour Tone Proportion Shape Pattern Form										Line Texture Colour Tone Proportion Shape Form														
Specialisms	Painting Drawing Graphics Design													Painting Drawing Printing										Painting Drawing 3D Clay														
Project Inspiration																																						
Technical Language	Blurb, description, characteristics, features, illustrator, imaginative, mythical, myth, hue, saturation, contrast													Observational, arts and craft movement, fabric, polyblock printing, cross-hatch, polystyrene										Manipulating, mould, ceramics, relief, inspiration, slip, kiln, bisque firing														
Artists	Greek Mythology 900 BC to 800 BC Japan - Manga 1814, Pokémon - 1980s to the present day.													Arts and Crafts Movement 1860 - England, William Morris 1834 - 1896, MC Esher 1898 - 1972										Gothic architecture mid-12th century - 16th century Leonardo da Vinci 1452 - 1519														
Cross Curriculum Links	English													Maths										RMT, Computing														



Medusa

Pegasus

Myth / Story

Greek Mythology



Comics and cartoons

Manga



Designing and Advertising

Composition

Mythical Creature

Arrangement

Characteristics

Skills and techniques

Overlapping



Computer

Line

Tone



Text

Appearance

Description

Research

Texture

Foreground

Personality

Blurb

Photoshop

Colour mixing


Background

Superpower

Slogan

Oakwood Academy Scheme of Work

Imaginative Art

Unit: Mythical creature		Term: Autumn 1 & 2	Length: 15 Lessons
Inspire: Listen to stories about famous Greek myths. To use their imagination to create an imaginative creature design. Introduce pupils to the computer package Photoshop. Teach painting techniques to use within their work.		Impact: Develop painting, drawing and Photoshop skills. To develop literacy skills through descriptive writing about their made-up mythical creature. To encourage pupils to use their imagination to develop a unique design idea. To develop confidence using computer software.	Independence: Experiment and explore different painting effects and techniques. Experiment and explore different effects, techniques and lettering styles using the graphics package Photoshop. Respond to ideas and make personal choices to refine their work.
Focus: To develop <u>pupil's</u> imagination by creating a creature inspired by Greek mythology			
Key Vocabulary: Myth, mythical creature, characteristics, habitat, realistic, abstract, enhance, font, scale, size, hue, saturation, contrast, layers, windows, tools, effects, magic wand,			
Lessons	Learning Objectives. IN WEEK ORDER	Possible teaching activities	
1, 2	To be able to recognise the differences between a mythical creature and <u>real</u> animal	Introduction to the topic. Class discussion on the word 'Mythical'. Handout images of mythical creatures from around the world. Draw from these images to better understand the 3D form and the characteristic of a mythical creature. These observations will be drawn next to annotation and research imagery in their sketchbooks.	
3	Develop art techniques and skills using watercolour paints focusing on line detail and texture. 	Pupils will undertake a quick recap exercise using the interactive whiteboard. 'Mythical or not mythical?' Whole class discussion describing each creature's physical features and characteristics. This discussion will lead into the aspects of colour and questioning relating to realistic and abstract colour. Mythical creature handout pupils will experiment with watercolour paint to develop colour mixing and painting skills.	

4	To use line effectively to create texture and pattern within your work	Teacher demonstration showing how to apply line detail. Refine work by adding texture, pattern and line detail using fine liner pens.
5, 6	To create a mythical creature face designed from imagination	Pupils will begin to design their own mythical creatures. Handouts will be given to pupils to inspire ideas. Pupils will design the face for their mythical creature. Experiment with different colour combinations and bold colours to create a dramatic face design.
7, 8	To create design ideas for the body of your creature	Design ideas for the different body parts of their mythical creature.
9	To be able to consider different ways to improve your design	Combine previous work to create the final design for their mythical creature on A3 paper. Mixing different shades of colour to emphasise a 3D form. Add line detail and texture with paint or pencil crayon.
10	Describe your creature's characteristics and where it lives in a short paragraph	Pupils will now extend their ideas about their mythical creature to create a story to accompany their mythical creature design, where it would live, hobbies etc. Writing framework used and support gained from English. ICT outcome.
11	Find the right image required using the internet	Research habitat ideas for where their mythical creature would live.
12	To use your research effectively when designing your background	Pupils to design a place where the creature would live for example, in space, under the sea, in the sky etc. Paint a picture of your creature's habitat. Consider your choice of colour and refine your work by adding texture and detail. Scan the mythical creature pictures and background design to transform them into a poster using Photoshop.
13	To be able to use tools and effects to enhance your text	Demonstrate how to use the graphics computer package Photoshop focusing on selecting different forms, adding <u>lighting</u> and use the curved text tool. Write your creature's name in several different fonts experimenting with the tools and techniques demonstrated.
14	To be able to use the magic wand tool to select an object	Demonstrate how to use Photoshop, select your creature using the magic wand tool and paste the image onto the background. Experiment with the size, colour and contrast.
15	To be able to use tool and effect to enhance your composition Experiment with layout and colour to enhance your work	Add a title, information about your creature and your name. Experiment with different font styles, size, colour, shapes and lighting effects, to make the text stand out against the background. Refine your final design, experiment with layout, colour, scale, size and effects.

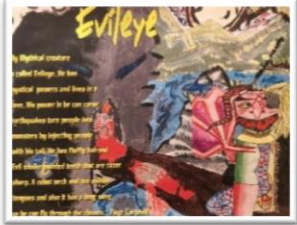
Outcomes:

All pupils will:	Most pupils will:	Some pupils will:
<p>Be able to make basic comments about Greek mythology</p> <p>Mix paint to create different colours</p> <p>Experiment with paint/pastels to create different marks</p> <p>Be able to open and save their work in Photoshop with some guidance</p> <p>Use basic tools and effects to change their work</p> <p>Add text and experiment with different fonts and colours</p>	<p>Be able to comment about Greek mythology, recall some important facts and can describe a mythical creature</p> <p>Mix paint to create different colours and shades</p> <p>Experiment with paint/pastels to create different textures</p> <p>Be able to open and save their work in Photoshop independently</p> <p>Use tools and effects to improve their work</p> <p>Add text and experiment with different fonts, size, layouts and colours</p>	<p>Be able to use descriptive words when describing the mythical creature and can recall facts about Greek mythology.</p> <p>Mix paint to create different shades of colour</p> <p>Experiment with their application of media to create different textures.</p> <p>Be able to open and save their work in Photoshop independently.</p> <p>Use tools and effects to enhance their work.</p> <p>Add text and experiment with different fonts, size, lighting effects, layouts and colours</p>

My Autumn term progress in Art
Year 8: Mythical Creatures

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

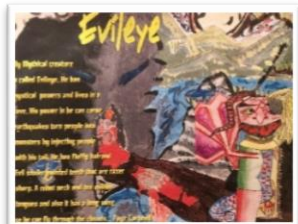
Photoshop
imaginative
characteristic
appearance
myth
composition
texture
contrast

Working Towards / Stepping Stones	Not yet	Nearly there	Got it!
I know the difference between a mythical creature and a real creature			
I can follow simple instructions to make your artwork better.			
I can mix paint to create different colours.			
I can open and save my work in Photoshop with some support.			
I can make simple comments about my work and others.			
With support, I can use basic Photoshop tools and effects.			
With support, I can experiment with different font styles and colours.			
Oakwood Learning Stage 1	Not yet	Nearly there	Got it!
I can show some understanding of how to create different effects using paint.			
I can make basic suggestions for ways to improve my work.			
I can comment on the styles of art we have looked at.			
I can find the right images for my project with some help			
I can independently open and save my Photoshop work.			
I can use basic Photoshop tools and effects to change my work.			
I can follow simple Photoshop instructions to add text and lighting effects to my work.			

My Autumn term progress in Art
Year 8: Mythical Creatures

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

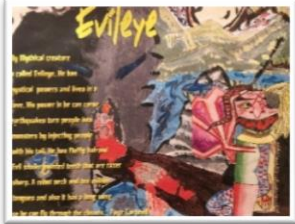
Photoshop
imaginative
characteristic
appearance
myth
composition
texture
contrast

Oakwood Learning Stage 1			
I can show some understanding of how to create different effects using paint.			
I can make basic suggestions for ways to improve my work.			
I can comment on the styles of art we have looked at.			
I can find the right images for my project with some help			
I can independently open and save my Photoshop work.			
I can use basic Photoshop tools and effects to change my work.			
I can follow simple Photoshop instructions to add text and lighting effects to my work.			
Oakwood Learning Stage 2			
I can make suggestions of how my work links to the theme I have been learning about.			
I can find relevant images on the internet to help develop my ideas.			
I can recall some facts about Greek Mythology and can describe a mythical creature.			
I can use describing words to explain what I have done in my work.			
I can use my imagination to design a creature and describe it's super powers.			
I can experiment with different font styles, colours and add lighting effects.			
I can deliberately choose to use particular Photoshop techniques for a given purpose.			

My Summer term progress in Art
Year 8: Mythical Creatures

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

Photoshop
imaginative
characteristic
appearance
myth
composition
texture
contrast

Oakwood Learning Stage 3

I can describe the characteristics of my mythical creature and create a story.			
I can use a sketchbook to develop my skills and ideas.			
I can find the right images on the internet using my own search terms with minimal help.			
I can explain my work and share opinions using specialist art vocabulary.			
I can experiment with different Photoshop tools and effects to improve my work.			
I can reflect on what they like and dislike about my work in order to improve it.			
I can develop my practical skills by experimenting with techniques using paint			

Oakwood Learning Stage 4

I can use descriptive words when describing mythical creatures and can recall facts.			
I can use my sketchbook to explore and experiment with ideas in a creative way.			
I can demonstrate an understanding of tone, shape, colour and detail when painting.			
I can use descriptive words to describe the process and techniques I have used.			
I can independently experiment with different Photoshop tools and effects to improve my work.			
I can describe the artist's work we have been studying using specific art vocabulary.			
I can select and use appropriate materials and techniques to refine my work.			

Drawing Schema



William Morris

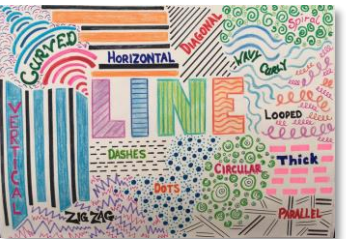
Polystyrene Printing

Arts & Craft Movement



Purpose of drawing

Mark Making



Composition

Formal Elements

In proportion

Arrangement

Line

Tone

Accuracy (correct shape)

Overlapping

3D Form

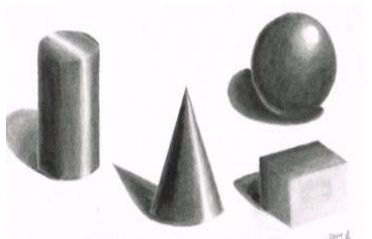
Realistic

Texture

Sphere
Cube
Cone

Observational
Shoe Drawing


Detail





Oakwood Academy Scheme of Work

Observational drawing and printmaking Year 8

Unit: Shoe Print		Term: Summer	Length: 12 lessons
<p>Inspire: Learning about the artist, design and craftsman William Morris. To understand how he played a major part in the arts and craft movement in the 1890's. His wallpaper and fabric design are still very popular today Learn how artists applying different grades of tone to create an illusion of a 3D form. To observe demonstrations based on different shading technique and use of line to describe different textures. Learn how to create an interesting idea for a polyblock print using a variety of line to add fine detail to their work.</p>		<p>Impact: To develop fine motor skills, colour blend techniques when using pencil crayons and observational drawing skills. To develop pupil's use of line to create different surface textures within their work. To develop greater control when using a pencil to create different grades of tone. Create a design idea for a polyblock print and print their design using two colours.</p>	
<p>Independence: Practice the different shading techniques taught. Applying different amounts of pressure to create light and dark tones. Experiment with your use of line to create texture and detail within your work. Ink up and print your polyblock design.</p>			
<p>Focus: To learn about the artist William Morris and his achievement. To create interesting composition in a Morris style. To develop drawing and shading skills using pencil and pencil crayons. Learn how to create prints using polystyrene tiles.</p>			
<p>Key Vocabulary: Contrasting colours, pressure, contrast, shadows, cross-hatch, blending, polystyrene, proportions, accuracy, texture, detail, focal point, balance, composition, Observational, illusion, arts and craft movement, fabric, polyblock printing</p>			
lesson	Learning Objectives. IN WEEK ORDER	Possible teaching activities	
1, 2	To learning facts about the William Morris's life which relate to his art career. To develop the use of specialist art term when describing William Morris art style.	Listen to a power point presentation about Morris's art career and how work still inspire artist today. Morris was part of the arts and craft movement, can you describe this movement and why was it so important? Write key facts about the artist art career and describe his work using the specialist art vocabulary.	

3	To understand how to develop light and dark tones within your work to create shadow areas and enhance form.	Pupils will collect interesting leaves, twigs and flowers from around the school to draw from. Observational leaf drawing demonstration, look closely at the size, shape, detail, texture and form. The pupil will fill 2 sketchbook pages of plant studies in various media, pencil crayon, watercolour paint, pencil and pen.
4	Blend two or more colours together to change the tone gradually. 	Using an orchid flower template demonstrates how to blend pencil crayons to create different tones and shades. Remember to always start with the mid-tone and begin shading from the edge towards the middle using light pressure, use the lightest colour in the middle pressing lightly and work the colour towards the edge.
5	Consider the arrangement of flowers and leaves when creating an interesting composition in a William Morris style.	Choose several different flowers from Morris's works of art. Look closely at the shape and detail before copying each flower, try to be as accurate as possible. Consider your arrangement, consider where best to place each flower, and create a well-balanced and interesting composition with the focus point in the middle of the paper. Pupils need to work on their colour blending skills using pencil crayons. Try to create darker tones at the edge and lighter at the middle.
6	To learn new shading techniques, understand the different pencil grades, and know which is best to use when creating light or dark marks.	Watch a shading demonstration focusing on the following techniques, hatch, crosshatch, smudging, and shading in one direction. Copy the technique demonstrated and complete the shading technique worksheet. Remember to try hard to create a variety of at least 3 different shades from light to dark.
7, 8	Develop observation drawing skills focusing on tone and texture. 	Recap the different pencil grading 2H is a light grey used for technical drawings, HB is good to use when sketching out a design, 2B has a soft lead creating darker tones and a 4B pencil has a very soft lead creating a dark black tones. Develop shading skills by copying the different tones onto the shoe worksheet and experimenting with the different pencil grades use the 4B pencil in the dark shadow areas and a HB in the light areas. Look closely at the surface texture and try to add small line detail to your work.
9	To observe a shoe shape and copy it with some level of accuracy.	Demonstrate how to draw a shoe from observation using your pencil to help measure and plot the angles of each line. Using this technique, practice first in their sketchbook and then again on A3 paper. Look closely at the shoe your draw and now add line detail, tone and texture remembering to use the correct pencil grading for the different tones and textures.

10	<p>To understand the process of transferring a design onto polystyrene.</p> 	<p>Show pupils the design and print process when creating a polyblock print. Pupils need to choose their shoe or flower drawing to use as their design for their print. Photocopy their work and either enlarge or shrink their image to fit on an A4 polystyrene tile. Using tracing paper, trace the outline and main details then transfer your design onto a polystyrene tile dot along each line using a sharp pencil.</p>	
11, 12	<p>To be able to understand the method and demonstrate the technique of creating a two colour polystyrene print.</p> 	<p>Demonstrate how to cover the polystyrene tile with printing ink evenly. Pupils will need to choose 2 sheets of paper to print onto, remember to label your work. Carefully place the inked tile on the sheet of paper and press heavily with a dry roller across the whole tile's surface. Create a second print by adding extra detail to your detail. Write your name in bubble letters on some tracing paper, and place the tracing paper on top of the tile making sure your name is back to front. Dot along the lines and then draw over the top with a pencil. Choose some sections to cut away and then print your second colour, remember to use a dark colour for your second print.</p>	
Outcomes:			
All pupils will:		Most pupils will:	Some pupils will:
<p>Copy most of the shading techniques taught with a change in tones. Develop their drawing skills and improve their use of line and tone. Demonstrate a better understanding of composition including colour choice and line. Make basic comments about the arts and crafts movement. Follow a design process and develop a final design idea for a polyblock print with some guidance. Be able to create a two colour print with good contrasting colours and line detail.</p>		<p>Copy most of the shading techniques taught in light and dark tones. Develop their observational drawing skills and improve their use of line and tone. Demonstrate a better understanding of composition including colour choice and line. Comment on the arts and crafts movement. Follow a design process and develop a design idea for a polyblock print. Be able to create a two colour print with good contrasting colours and line detail.</p>	<p>Be able to copy all the shading techniques taught and demonstrate this using a gradual change in tone. Develop their observational drawing skills by focusing on accurate proportions, shape and line detail. Demonstrate understanding of composition including colour choice and pattern. Describe the arts and crafts movement values. Follow a design process linking their ideas and developments to their final polyblock print. Create a two colour print with good contrasting colours, alignment and the correct amount of print ink.</p>

My Spring term progress in Art
Year 8: Printmaking

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

cross-hatch
polystyrene
observational
proportion
scale
accuracy
pattern
printing

Working Towards / Stepping Stones			
I can make simple comments about what I have done in my work with some reminders.			
I can press hard and soft to create different marks.			
I can create simple drawings of flowers and leaves.			
I can draw a simple representation of a shoe			
I can develop ideas for a polystyrene print with colours and shapes.			
I can create a polystyrene print using 2 colours			
I can cover the whole of my polystyrene print with printing ink.			
Oakwood Learning Stage 1			
I can show some understanding of how I can create different effects using pencils.			
I can show an interest in the artists William Morris and comment on his work.			
I can draw a design idea for a print and comment on it.			
I can describe what I think about my work and the work of others.			
I can explain and show the meaning of pattern when creating a designing for a print.			
I can use the correct amount of ink when printing my design			
I can choose contrasting colours when creating a two colour polystyrene print design.			

My Spring term progress in Art
Year 8: Printmaking

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
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Key vocabulary

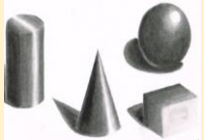
cross-hatch
polystyrene
observational
proportion
scale
accuracy
pattern
printing

Oakwood Learning Stage 1			
I can show some understanding of how I can create different effects using pencils.			
I can show an interest in the artists William Morris and comment on his work.			
I can draw a design idea for a print and comment on it.			
I can describe what I think about my work and the work of others.			
I can explain and show the meaning of pattern when creating a designing for a print.			
I can use the correct amount of ink when printing my design			
I can choose contrasting colours when creating a two colour polystyrene print design.			
Oakwood Learning Stage 2			
I can produce a wide range of patterns and textures using drawing equipment.			
I can use to use my sketchbook to plan and develop my ideas.			
I can demonstrate an awareness of proportion and scale when drawing from observation.			
I can create the effect of light and shadows on a surface when using a pencil.			
I can name the artist or artist movement we are studying and comment on the work.			
I can accurately line up my second print using a contrasting colour.			
I can add extra line detail to enhance my design when adding a second colour.			

My Spring term progress in Art
Year 8: Printmaking

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

cross-hatch
polystyrene
observational
proportion
scale
accuracy
pattern
printing

Oakwood Learning Stage 2

	Not yet	Nearly there	Got it!
I can produce a wide range of patterns and textures using drawing equipment.			
I can use to use my sketchbook to plan and develop my ideas.			
I can demonstrate an awareness of proportion and scale when drawing from observation.			
I can create the effect of light and shadows on a surface when using a pencil.			
I can name the artist or artist movement we are studying and comment on the work.			
I can accurately line up my second print using a contrasting colour.			
I can add extra line detail to enhance my design when adding a second colour.			

Oakwood Learning Stage 3

	Not yet	Nearly there	Got it!
I can demonstrate an understanding of proportion and scale when drawing from observation.			
I can create a realistic shaded drawing of a shoe with light reflections and shadows.			
I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.			
I can identify the focal point within a piece of art.			
I can make links between my own work and the artists William Morris.			
I can accurately print a detailed two print pattern design with good contrasting colours.			
I can reflect on what they like and dislike about my work in order to improve it.			

My Spring term progress in Art
Year 8: Printmaking

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Oakwood Learning Stage 3			
I can demonstrate an understanding of proportion and scale when drawing from observation.			
I can create a realistic shaded drawing of a shoe with light reflections and shadows.			
I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.			
I can identify the focal point within a piece of art.			
I can make links between my own work and the artists William Morris.			
I can accurately print a detailed two print pattern design with good contrasting colours.			
I can reflect on what they like and dislike about my work in order to improve it.			
Oakwood Learning Stage 4			
I can create a realistic drawing of a shoe with accurate proportions and fine line detail.			
I can use lines and gradual changes in tone to emphasise a 3D form with light reflections and shadows.			
I can use lots of different ways to explore and experiment with ideas in a creative way to develop my work.			
I can use my sketchbook to explore and experiment with ideas in a creative way.			
I can apply the technical skills I have learned to improve the quality of my work.			
I can demonstrate my creative when designing a detailed composition for a two part print.			
I will regularly reflect on my work and use comparisons with the work of others to identify how to improve.			

Key vocabulary

cross-hatch

polystyrene

observational

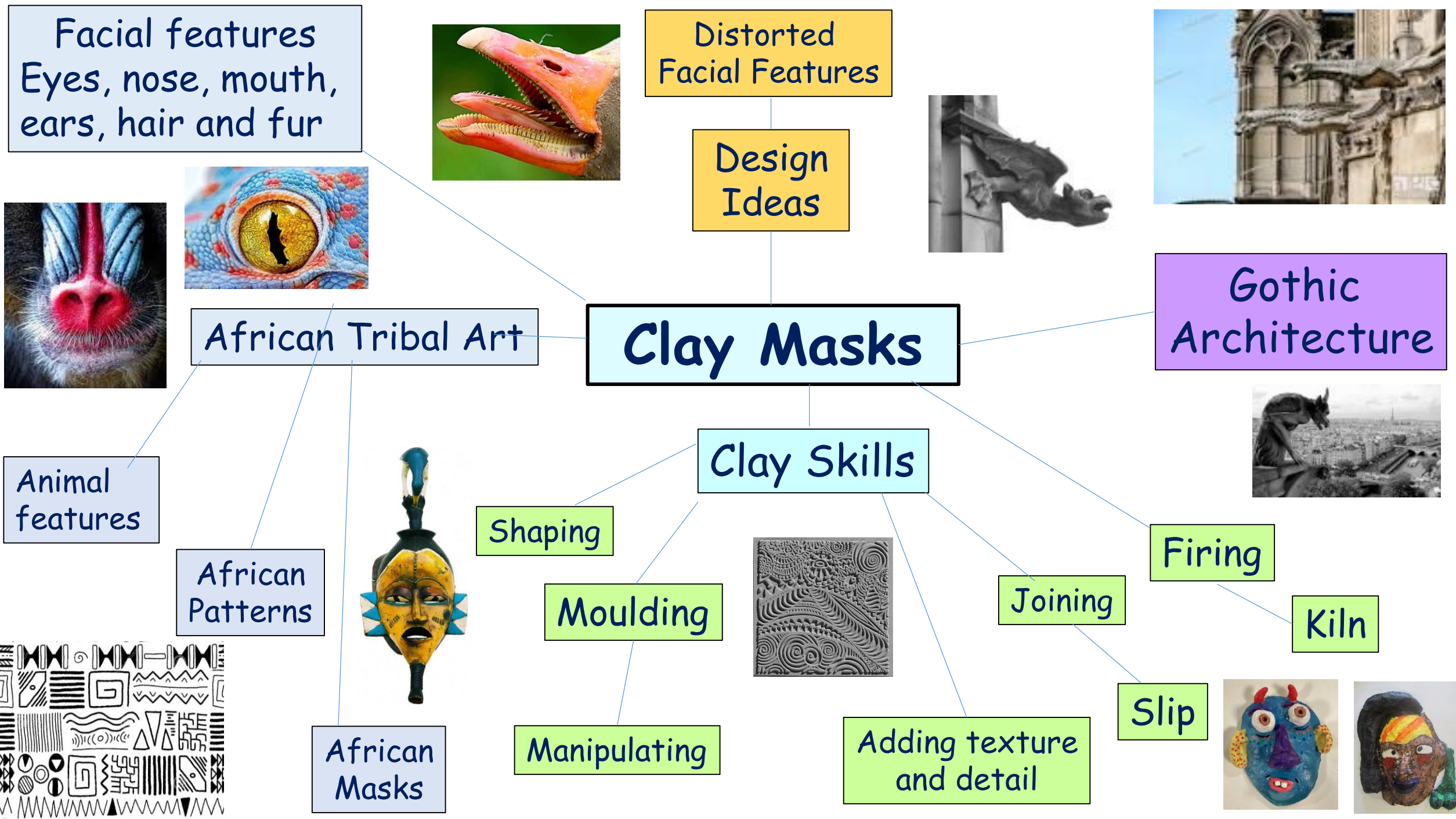
proportion

scale

accuracy

pattern

printing



Facial features
Eyes, nose, mouth,
ears, hair and fur



Distorted
Facial Features

Design
Ideas



African Tribal Art

Clay Masks

Gothic
Architecture



Animal
features

Clay Skills

African
Patterns



Shaping

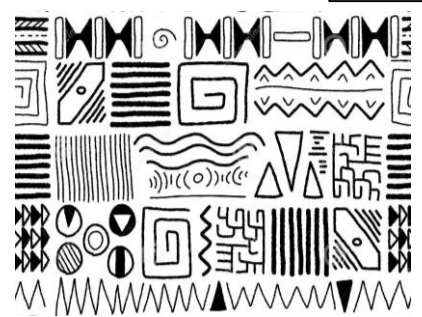
Moulding



Joining

Firing

Kiln



African
Masks

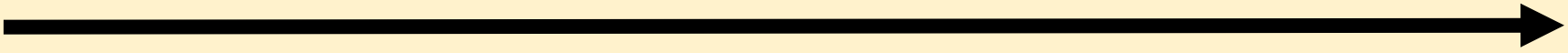
Manipulating

Adding texture
and detail

Slip



Summer 1 & 2 Year 8 - Clay Masks



Learn about Gothic architecture and the use and function of Gargoyles within the design

Trip to Manchester city centre to Photograph and study Gothic architecture and Gargoyles

Develop interesting and creative research page pages with annotation and detailed studies.

Learn about African culture and why masks are worn in ceremonies and celebrations.

Create a series of studies focusing on animal facial features to inspire a mask design.

Learn how to bond clay together using slip and create different surface textures using clay tools.

Develop moulding and manipulation skills when creating a 3D mask out of clay.

Mix different shades of paint to add fine detail to the fired art piece.

Intent	Design ideas	Making	Knowledge	Evaluating
Working Towards	With some support I can take a photograph. I can work spontaneously and enjoy the act of making and creating.	I can create simple representations of facial features. I can mould basic shapes and create different marks using clay tools with support.	I can organise the equipment needed for a clay lesson and clear away with some guidance. I can hold and use a paintbrush and pencil correctly.	I can explain what I have done in my work with some reminders.
Oakwood Learning Stage 1 and 2	I can use my sketchbook for different purposes, including recording, planning and shaping ideas. I can find relevant images to help me develop my ideas.	I can show some understanding of how to create different effects using paint. I can mould and join various clay shapes together to recreate my mask design.	I can take photographs of Gothic Architecture. I can use clay tools to recreate simple methods I am shown.	I can review artwork and say what I think and feel about it. I can make links between my work and the artwork I have looked at.
Oakwood Learning Stage 3 and 4	I can consider the composition when photographing gargoyles and gothic architecture. I can use lots of different ways to explore and experiment with ideas to develop my work.	I can manipulate clay to create intricate shapes and use tools to add fine detail and texture. I can demonstrate an understanding of tone, shape, colour and detail when drawing and painting.	I can apply the technical skills you have learned to improve the quality of my work.	I can name the styles of art we are studying and use the correct keywords to describe their art work.

My Summer term progress in Art
Year 8: Clay Masks

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

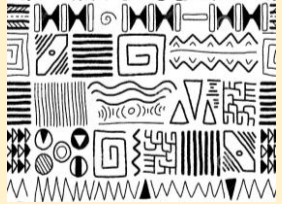
distorted
gargoyles
gothic
architecture
slip
joining
moulding
kiln
firing

Working Towards / Stepping Stones			
With some support I can take a photograph.			
I can create simple representations of facial features.			
I can explain what I have done in my work with some reminders.			
I can mould basic shapes and create different marks using clay tools with support.			
I can organise the equipment needed for a clay lesson and clear away with some guidance.			
I can work spontaneously and enjoy the act of making and creating.			
I can hold and use a paintbrush and pencil correctly.			
Oakwood Learning Stage 1			
I can take photographs of Gothic Architecture.			
I can follow simple instructions to make my work better.			
I can find the right images for my project with some help.			
I can mould basic shapes and create different marks using clay tools.			
I can independently organise the equipment needed for a clay lesson and pack away sensibly			
I can show some understanding of how to create different effects using paint.			
I can review artwork and say what I think and feel about it.			

My Summer term progress in Art
Year 8: Clay Masks

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

distorted
gargoyles
gothic
architecture
slip
joining
moulding
kiln
firing

Oakwood Learning Stage 1			
I can take photographs of Gothic Architecture.			
I can follow simple instructions to make my work better.			
I can find the right images for my project with some help.			
I can mould basic shapes and create different marks using clay tools.			
I can independently organise the equipment needed for a clay lesson and pack away sensibly			
I can show some understanding of how to create different effects using paint.			
I can review artwork and say what I think and feel about it.			
Oakwood Learning Stage 2			
I can use the zoom function on a camera to take photographs of gargoyles			
I can make links between my work and the artwork I have looked at.			
I can find relevant images to help me develop my ideas.			
I can use my sketchbook for different purposes, including recording, planning and shaping ideas.			
I can use clay tools to recreate simple methods I am shown.			
I can mould and join various clay shapes together to recreate my mask design.			
I can demonstrate an understanding of how to create different effects using paint.			

My Summer term progress in Art
Year 8: Clay Masks

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

distorted
gargoyles
gothic
architecture
slip
joining
moulding
kiln
firing

Oakwood Learning Stage 3

I can consider the composition when photographing gargoyles and gothic architecture.			
I can name the styles of art we are studying and use the correct keywords to describe their art work.			
I can use lots of different ways to explore and experiment with ideas to develop my work.			
I can find the right images for my project using my own search terms on the internet.			
I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.			
I can mould clay to create small relief shape adding detail and texture to my work.			
I can join small pieces of clay securely by scoring the clay and adding slip.			
Oakwood Learning Stage 4			
I can take well composed photographs with good lighting and contrast.			
I can use many different ways to explore and experiment with ideas creatively to refine my work.			
I can use my artistic research as inspiration to develop my ideas.			
I can apply the technical skills you have learned to improve the quality of my work.			
I can describe my work using words that describe the features and the processes I have used.			
I can manipulate clay to create intricate shapes and use tools to add fine detail and texture.			
I can demonstrate an understanding of tone, shape, colour and detail when drawing and painting.			