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| **Core Knowledge Map** | | | |
| Subject: Art | Year: 8 | | Term: Songlines |
| What are we learning? | | | |
| Aboriginal art, songlines, printing, stencilling, designing | | | |
| How will I be assessed | | | |
| DIRT sheets, teacher assessment, peer assessment. | | | |
| Big questions: | | | |
| -What is songlines and what does it mean?  -How did the Aboriginal people create maps?  -How can we use Aboriginal art as an influence for our own work?  -How can we use cardboard to create a stencil?  -How can we use prior knowledge of printing to create a songlines Art piece? | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| * Students will be using polystyrene to create 2d printing blocks building on knowledge from year 7. * Student using knowledge of how to write contextually about art work. * Students will use design skills developed from year 7 | | -Students will understand how to write contextually about other cultures in greater depth  -Students will understand a design process from start to finish  - Students will build on knowledge of patter and understand how this can enhance their work  - Students will be able to make an effective stencil | |
| Core knowledge: | | Key vocabulary: | |
| * Scale and proportion * Cultural and contextual references   - Typography  - Print making  - Creating stencils  - Design skills  - Symbol creation | | * Tone * Primary Observation * Mark making * Proportion * Stencil * Printing block * typography | |
| Need more help? | | | |
| Writing frames, drawing frames, one to one support, | | | |