|  |  |  |  |
| --- | --- | --- | --- |
| **Core Knowledge Map** | | | |
| Subject: Art | Year: 8 | | Term: One – Wild Birds |
| What are we learning? | | | |
| Print making, collage, 3d paper structures, tonal drawing, contextual references. | | | |
| How will I be assessed | | | |
| DIRT sheets, teacher assessment, peer assessment | | | |
| Big questions: | | | |
| * How Can we create a piece of 3D art with card? * How does Mark Hearld create his work and how can it influence my work? * How can I create textures using paint and tissue paper? * How can tone be applied to create an observational drawing? | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| * Using knowledge of tone to work from observation. * Building on knowledge of 2d relief printing to create a more complex print | | * Students will be able to apply tone to Art work * Students will be able to write contextually about others Artist work spiralling to GCSE. * Students will be able to draw from observation. * Students will be able to create a 3D outcome.   - Students will cover all 3 GCSE assessment objectives and begin to understand the process. | |
| Core knowledge: | | Key vocabulary: | |
| * Tonal drawing * Scale and proportion * Cultural and contextual references * 3D paper cutting techniques   - Print making and how to produce and effective printing block | | * **Tone** – The creation of light and dark. * **Observation** – The viewing of a subject and translating it into art. * **Mark making** –Describes the different dots, marks, patterns and textures we create in our work * **Proportion** – Relationship between height, width and depth. * **2d relief** – The three dimensional work on a 2D background * **Block printing** – The use of a solid surface to print * **Paper folding** – The use of paper to create 3D, 2D structures. * **3D** – A three dimensional outcome. | |
| Need more help? | | | |
| Templates, writing frames, one to one support, demos | | | |