

Overview Year 8

Project 1 – Landscape

In year 8 students explore the cultural significance of different types of Landscape from a range of times and cultures and they learn about other people's environments and how those people have responded to them visually. The students express feelings and emotions when discussing different weather conditions and times of day within their Landscape work. They engage with the contemporary practises of local artists and gain an insight into the role of art in the wider context. They form a discussion around different artist approaches to landscape and how artists have responded to their environment. Students have the opportunity to develop their work in an individual and imaginative way. The project builds on their core skills learnt during year 7 and concludes with a final piece of work that builds on the art techniques they have explored throughout the project.

The project focuses on key landscape artistic skills at this early stage in the student's school life. It begins with drawing techniques focusing on distance and depth, foreshortening, size and scale, simplification and it continues to develop scale and proportion techniques as well as positive and negative space. It then develops their shading and mark making techniques, building on their learning from year 7; they develop an understanding of how landscape artists apply colour and tone to portray foreground and background depth within their work.

Contextual references of both traditional and contemporary artists from different times and cultures are studied and used as inspiration for the project. The work of Paul Morrison is used to help with their understanding of scale and depth. The contemporary work of Peter Doig and Kurt Jackson are studied and students explore their contrasting paint styles and mark making techniques. They explore the use of tone to create overlays, fading, colour washes and how to create depth and distance using colour variations. There is an emphasis on brush strokes, brush sizes and their uses to create texture and mark making. The students explore creative thinking and risk taking throughout the painting stage, building on their more controlled projects of year 7 the mark-making techniques now become more exploratory and semi abstract. Creating their final landscape all of the students work towards a final piece that demonstrates their understanding of the key artistic landscape techniques.

Project 2 Urban city-scape

In this project the students begin by exploring the more technical drawing techniques of 1 and 2 point perspective drawing. They build on their learning of foreshortening and apply it to their perspective drawings of urban environments and architecture. They form a discussion around

different artistic and architectural approaches to urban landscape and how architects have responded to it. The students express their opinions when discussing different types of architecture and how architecture affects its surrounding in different geographical settings. They engage with historical and contemporary practices of architects and gain an insight into the role of the architect in the wider context. A range of styles from architects are studied from the Spanish architect Antoni Gaudi to the contemporary work of Zaha Hadid. The students learn about the role and function of buildings and how the architectural design can be affected by the buildings role and purpose. They are asked to design a new building in their local area and the building must work in harmony and be sympathetic to its surroundings. Students consider the idea of how the design of a building can clash with, or be sympathetic with its surroundings.

In year 8 all pupils will gain a basic understanding of distance and scale, proportion as well as positive and negative space and be able to use visual language skills to develop an outcome that demonstrates this whilst making connections with the artists explored. They will learn mark making, application of colour and tone and will be able to apply at least 2 of the formal elements in a final outcome using some of their own ideas.

The majority of pupils will gain a confident understanding of distance, depth, size and scale, 1 and 2 point perspective and be able to apply this in order to create an outcome using a range of materials and processes with technical skill making visual connections with the artists and architects explored.

Some pupils will gain a fluent understanding of 1 and 2 point perspective, distance, depth, size and scale and be able to apply this in order to create an outcome showing outstanding technical skill and creative risk taking. They will use the work of others to inform their own ideas and be able to identify and discuss this. Pupils will start to make independent decisions and develop personal ideas in an imaginative way that demonstrates a further understanding of the concepts covered.