

Training Group	Yr 8 Unit of work	Assessment Criteria
Developing	<p>The World Around us:</p> <p>Imaginative Landscape</p> <p>Area of study: Design/ Craft 2D The study of Landscapes explored through printing techniques E.g. Mono, Lino etc.</p>	<p>Pupils in the developing pathway will</p> <p>Collect information for their work; investigate visual and tactile qualities through materials and printing processes and use these to communicate ideas and meanings about Landscapes and the environment; comment on the similarities and differences between their own work and that of others. Work with printmaking tools and learn how to create a final print. Adapt and improve their work.</p>
Secure	<p>The World Around us:</p> <p>Imaginative Landscape</p> <p>Area of study: Design/ Craft 2D The study of Landscapes explored through printing techniques E.g. Mono, Lino etc.</p>	<p>Pupils in the secure pathway will</p> <p>Select visual and other information for their work. Explore different types of landscapes and discover and analyse artworks by several artists. Experiment with landscape drawings, composition and stylising ideas. Work purposely with printmaking tools and understand how to create a final print. Adapt and refine their printing with careful reflection.</p>
Extending	<p>The World Around us:</p> <p>Imaginative Landscape</p> <p>Area of study: Design/ Craft 2D The study of Landscapes explored through printing techniques E.g. Mono, Lino etc.</p>	<p>Pupils in the extending pathway will</p> <p>Select visual and other information and use this in developing their work, taking account of its purpose. Manipulate creatively a variety of drawing and printing materials and processes to communicate ideas and meanings. Match visual and tactile qualities to their intentions, analyse and comment on ideas, methods and approaches used in their own work and that of others. Relate these to the context and adapt and refine their work to reflect their own view of its purpose and meaning.</p>

Training Group	Yr 8 Unit of work	
Developing	<p>Design in our environment:</p> <p>Decoration Vs Function</p> <p>Area of study: Design/ Craft 3D Clay project to introduce a range of construction and decoration techniques/ Introduce Enterprise</p>	<p>Pupils in the developing pathway will</p> <p>Collect information for their work. Investigate the visual and tactile qualities of clay and explore construction processes and use their knowledge to design and make an object showing a concern for Aesthetics or Function. Comment on the similarities and differences between their own work and that of others. Adapt and improve their work.</p>
Secure	<p>Design in our environment:</p> <p>Decoration Vs Function</p> <p>Area of study: Design/ Craft 3D Clay project to introduce a range of construction and decoration techniques/ Introduce Enterprise</p>	<p>Pupils in the secure pathway will</p> <p>Explore ideas and collect visual and other information on Clay forms and their function. Use their knowledge to design and make an object showing a concern for aesthetics and function, Organising the formal elements in 3D to respond to a theme. Compare and comment on ideas, methods and outcomes used in their own designs and that of others. Adapt and improve their work.</p>
Extending	<p>Design in our environment:</p> <p>Decoration Vs Function</p> <p>Area of study: Design/ Craft 3D Clay project to introduce a range of construction and decoration techniques/ Introduce Enterprise</p>	<p>Pupils in the extending pathway will</p> <p>Select visual and other information and use this in developing their work, taking account of its purpose. Manipulate materials and processes to communicate ideas and meanings. Match visual and tactile qualities to their intentions, analyse and comment on ideas, methods and approaches used in their own work and that of others. Relate these to the context and adapt and refine their work to reflect their own view of its purpose and meaning.</p>

Training Group	Yr 8 Unit of work	
Developing	<p>Learning to See:</p> <p>Analysing Objects</p> <p>Area of study: Art 2D</p> <p>Introduction to Still Life culminating in a final piece using a variety of 2D experimental techniques.</p>	<p>Pupils in the developing pathway will</p> <p>Comment on similarities and differences between their own and others work relating to Still Life. Make drawings to represent familiar objects and form them into a Still Life composition. Experiment with mark making techniques and make a final composition. Adapt and improve their work as it develops</p>
Secure	<p>Learning to See:</p> <p>Analysing Objects</p> <p>Area of study: Art 2D</p> <p>Introduction to Still Life culminating in a final piece using a variety of 2D experimental techniques.</p>	<p>Pupils in the secure pathway will</p> <p>Will analyse and comment on approaches to representing line, tone, texture and shape within a Still Life composition. They will compare approaches to Still Life with their own and make drawings from still life objects to record different viewpoints: experiment with ways of making marks and representing objects. They will combine and develop their ideas to make a piece of work based on their drawings exploring line, tone, texture and shape: reflect on, adapt and refine their work to realise their own ideas and intentions.</p>
Extending	<p>Learning to See:</p> <p>Analysing Objects</p> <p>Area of study: Art 2D</p> <p>Introduction to Still Life culminating in a final piece using a variety of 2D experimental techniques.</p>	<p>Pupils in the extending pathway will</p> <p>Critically assess ideas, methods and approaches to Still Life. They will analyse codes and conventions and use these as a basis for their experiments. Students will select ideas, methods and approaches to use in their work and interpret line, tone, texture and shape creatively in a final piece or pieces; explaining how the artist's work has influenced their own.</p>

