

## Year 8 Art – Observational Painting Term 1

<b>Intent</b>	<b>Wider Learning:</b> <ul style="list-style-type: none"> <li>Produce a large scale observational painting.</li> <li>Gain the ability to work with paint.</li> <li>Deepen understanding and abilities in observational drawing.</li> <li>Create realistic images using a variety of painting techniques.</li> </ul>	<b>Prior learning:</b> Students have learnt about colour theory and have previously used the block paints in their last unit in year 7 Landscape work.	<b>Key vocab:</b> <ol style="list-style-type: none"> <li>Paint</li> <li>Consistency</li> <li>Blend</li> <li>Mix</li> <li>Control</li> <li>Brushwork</li> <li>Scale</li> <li>Enlarge</li> </ol>	<ol style="list-style-type: none"> <li>Perspective</li> <li>Highlight</li> <li>Shadow</li> <li>Sketch</li> <li>Blocking in</li> <li>Composition</li> </ol>
	<b>The big questions</b> <ol style="list-style-type: none"> <li>How can we draw with some accuracy using observational drawing skills?</li> <li>How can we accurately enlarge objects when drawing?</li> <li>How can we ensure objects are drawn to scale?</li> <li>How do we develop control when applying paint?</li> <li>How can we achieve an effective composition?</li> <li>How can we blend paint to create a wide colour palette?</li> <li>How can we make an object appear 3D?</li> </ol>			
<b>Implement</b>	<b>Order of learning</b> <b>Lesson 1- Introduction to project/recap on Still Life/ blocking in composition.</b> Students will be introduced to the project by the class teacher and shown examples of past students work to enable them to visualise what they will be doing. The focus of the lesson is to link this work to their previous Still Life project in year 7 and aim to get students to remember the skills they have previously used and develop these further. Students will be given their small objects and an A3 piece of paper and start to block in the basic shapes onto the paper. <b>Lesson 2- Blocking and drawing the shapes</b> Students will continue to block in their composition and once this is completed they will begin to draw out the shapes as a clear and detailed outline. Students should focus on the actual shapes of the objects and aim to replicate the shape and form of each object. <b>Lesson 3 and 4- Introduction to painting</b> Students will now be introduced to working with the paints. Students completed a painting project in year 7 and have basic skills from this. The class teacher should lead them in a series of activities aimed at expanding their painting knowledge and preparing them for painting their objects. <b>Lesson 5- Background</b> Students should add a basic background to their work. The class teacher should demonstrate the process of building up a greyish/boring background to fill any space not covered by the objects. <b>Lesson 6- Base Colours</b> Students will start to add base colours to their work. The aim of the base colour is to 'kill the white' of the page and provide a basic base of colour to work onto later. <b>Lesson 7-10 Detail</b> Students look back at their Still Life drawings from year 7 and discuss how they made the objects look 3D. The class teacher should lead a discussion on how this can be done and encourage students to use their existing knowledge. Students should then think back to the paint experiments in the previous lessons and discuss how detail can be added to the paintings. Students will then start to add detail to their work. No demonstration from the class teacher should be needed at this point. The focus is on the students ability to use the information they have learnt previously and apply it to their work. <b>Lesson 11- Background stage 2</b> Students now need to work back in to the background to ensure it is more of an actual surface rather than a quick fill of lines. Students should be led by the class teacher on this and shown how to manipulate the paint. <b>Lesson 12- Shadow</b> The final stage of the painting is to add subtle shadow to where it is needed on the background. Students should work back into this only if needed and be instructed by the class teacher on how best to add shadow.			<b>Differentiation</b>  <b>Scaffold:</b> Student examples of work  Teacher Demos  Colour theory wheels  Subject terminology used and displayed.  <b>Stretch:</b> Students to consider the meaning and depth within their composition.  Students to have freedom to create their own composition using their own ideas for objects.  Students to blend a range of colour tones and tints  Students use their contextual work to influence their own work.

<b>Impact</b>	<p><b>Assessment</b></p> <p><b>Teacher-formative.</b> Students class work will be marked as it progresses in line with the school policy for marking. This will consist of praise for work completed well and specific targets for improvement. They will also have individual help and target setting from teachers during the lessons.</p> <p><b>Teacher-summative.</b> Teacher Assessment, summative. Students work will be given a final mark by the class teacher at the end of the project which is graded in line with the scaffold, secure, stretch model for KS3. Marks will be input on database. be given as the final mark for the project and placed into the database and used for monitoring.</p> <p><b>Peer Assessment</b> Students will complete peer assessment through the department standard assessment tasks. They will write personal targets for each other as their work progresses and comment on each other's work during set tasks, starter and plenary sessions.</p> <p><b>Self-assessment</b> Students will assess their own work through standard department tasks. They will comment on their own work as it progresses and give themselves improvement targets to work to. At the end of each project, they will fill in a self-assessment form and review their performance during the project.</p> <p><b>Homework</b></p> <p>1. Students to produce a large scale observational drawing/painting of a group of objects. The work should be no smaller than A3 in size and must show a realistic representation of the objects. They may choose any selection of objects and any media.</p> <p>2. Artists complete Still Life images in many different styles. Look up the following Artists on the internet. Andy Warhol, Patrick Caulfield, Moriandi, Van Gogh, Picasso, Matisse. Choose a Still Life image by the Artist you like best and produce a copy of it. Try to reproduce colour, shape, composition, style and texture. Images can be completed using any media and should be no smaller than A4 in size.</p>	<p><b>Feedback</b></p> <p>Students receive verbal and written feedback in lessons.</p> <p>Students also receive peer feedback to help target setting for the following lessons.</p>
	<p><b>Where will this be revisited?</b></p>	

### KS3 National Curriculum

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

### GCSE

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

AO3: Record ideas, observations, and insights relevant to intentions as work progresses.