

## YEAR 8, Great Artists 3: Pattern

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <ul style="list-style-type: none"> <li>-used sketchbooks to record observations, creative developments, as well as using the book to review and revisit ideas.</li> <li>-Continued to improve their mastery of art and design techniques (drawing, painting, sculpture) using a variety of materials e.g. pencil, paint, inks, and printing.</li> <li>-Had some experience of learning about 'great artists, architects and designers in history.'</li> </ul> <p><i>Year 8 is focused on : imagination, design, development and concept.</i></p> <p><i>This teaching term aims to provide experiences connected with Pattern- one of the formal elements in Art and Design, as well as line, colour, imagination and shape.</i></p> <p><i>Throughout KS3 we continue to return to, the appreciation of Contextual studies 'Great Artists' and the ability to analyse one's own / others' work. This developed through the introduction for key artists, their cultural references, links to local settling and the wider world too..</i></p> <p><i>Rationale: To promote the control of media and create different forms of pattern. To understand how</i></p>	<p><b>This is the third of 6 schemes of work delivered through Key Stage 3, with a clear focus on explicitly learning about great artists, craft makers and designers. This is all underpinned by supporting the understanding of the historical and cultural development of 'Great Artists,' their artforms, and cultural references.</b></p> <p>Students will be introduced to relevant historical and contemporary artists including those with British and international connections. Artists who have explicitly concerned themselves with work promoting LGBTQ+ rights, battled personal challenges, focused on well-being and cultural connections, to give a rich tapestry of creativity.</p> <p>We will also be focusing on our natural landscape such as leaves and nature. And potentially local cultural buildings such as the Norwich Castle and Norwich Cathedral (Please note these themes are rotated). This is an ideal opportunity to develop local knowledge, historical references, understand and develop a 'sense of place,' and cultural community.</p> <p>Students will learn about where these artists fit into a larger picture, how they use their media, as well as being encouraged to use what they have learned to inform their own work.</p>	<p>Pattern, rhythm, repetition, texture, proportion, layout, colour, composition, perspective, contemporary, depth, shapes, lines, monoprinting, relief, architecture, buildings.</p>



<p><i>different artists have used patterns as a form of communication or decoration.</i></p> <p><i>Assessment and monitoring of class and homework is performed formally and informally at junctures to give time for the students to digest, practice and improve.</i></p> <p><i>The year is split into 3 main projects:</i></p> <ul style="list-style-type: none"> <li>● <i>Pattern (Great artists 3)</i></li> <li>● <i>Text in Art (Great artists 4)</i></li> <li>● <i>Still Life (Great Artists 5)</i></li> </ul> <p><i>This will include a broad range of activities to enable students to access, progress and enjoy the rest of the Key stage 3 Learning journey, giving a diverse creative learning experience.</i></p> <p><i>year 7: The beginning/foundations of the creative KS3 journey</i></p> <p><i>year 8 : imagination, design, development and concept</i></p> <p><i>year 9 : A deeper dive into the formal elements, contextual studies and The Portrait.</i></p>	<p><b>The term will focus on</b> (please refer to the curriculum map for a detailed plan of activities and outcomes); <b>Introduction weeks- The starting weeks are key in discussing and reviewing the formal elements in the Art curriculum such as</b> line, shape, form, space, scale and composition. The formal elements act as a grounded foundation throughout KS3 and into KS4. Pupils will be given the opportunity to continue drawing techniques and expand this into experimental drawing techniques using a range of drawing materials.</p> <p>The Topic of pattern and its importance; is a value area of study. This project gives a chance to explore the environments around us, famous artists, contemporary culture and connections for example the humble 'costa coffee cup.'</p> <p>Throughout this project the students will explore:</p> <ul style="list-style-type: none"> <li>-Experimental drawing techniques</li> <li>-Pencil and pen drawings</li> <li>-Mono-Printing, Mixed-media, Collage</li> <li>-Presentation and layout</li> </ul> <p><b>In the second part of the term</b>, we will extend the pattern into '<b>doodle pattern.</b>' We will explore connections to the famous artist Mr Doodle.</p>	
<p><b>Challenge and Support:</b></p> <p>This topic presents a great opportunity to expand on skills, and knowledge of the students previous learning. Through the topic there are opportunities to repeat and embed skills/ pursue a challenge and rise to the activity given through demonstrating emerging to mastering levels of skills.</p>	<p><b>World wide learning/ links to 21<sup>st</sup> century:</b></p> <p>Over the time period of twelve weeks we will study a range of contemporary styles, artists and key cultural connections to broaden students knowledge of the topic and subject area. This is also supported through the written and visual language used.</p> <p><b>Contemporary Great Artists:</b></p>	<p><b>Cultural capital/ Industry/ Enrichment:</b></p> <p>The study of Bridget Riley, Orla Kiely, Angie Lewin and Rex Ray, highlight the key links with professional creative businesses. This is essential when considering career paths-</p>

Students are able to challenge themselves by selecting and refining the lesson tasks given. Many of the tasks can demonstrate a required deeper skill level and given the chance for a broader use of mixed-media too. From simple pattern design to refined and more complicated designs and tessellating shapes. Every learning task has the opportunity for refinement, development of skill and colours too. Clear support can be given on this within the classroom settling and to all the given activities.

[Angie Lewin](#), [Rex Ray](#), [Orla Kiely](#), [Margo Selby](#), [Sir Norman Foster](#), [Halima Cassell](#) [Mr Doodle](#)

**Great historical artists and Art movements:**

[Matisse](#), [Bridget Riley](#), [William Morris](#), [Zaha Hadid](#),

Modern Art, Arts and Crafts, 'cut outs,' Radical architecture. Op Art- using maths and lines.

**Outside influences:**

Local architecture - Norwich Castle and Norwich Cathedral.

Local nature- Printing with leaves.

Mr Doodle- Projects with National Museums and galleries.

All the artists above are key in their cultural connections and personal voices in the creative community and beyond. Each artist has made a professional career from their creative work too.

yes it is possible to work and make a living from the arts. These individuals have also forged successful creative, and cultural brands.

The local connection with the Norfolk Landscape and Norwich landmarks links to individuals' sense of place and an opportunity to discuss historical facts that are often unknown by many students. These landmarks can be accessed.

The introduction to Mr Doodle gives a contemporary connection, as well as a highly successful professional artist in the creative industry and beyond.

<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>
<p>Rex Ray offers a great opening to this project as he was a loud figure in the creative arts scene in the USA. His work has clear connections to Matisse and explores colours, which sets the scene to introduce Angie Lewin and the start of using printmaking techniques too.</p> <p>Bridget Riley, a British artist brings a traditional yet digital connection to the classroom learning- the trickery to the eyes.</p>	<p>Connections to analysis and keywords used throughout.</p> <p>English: Reflecting on our language, writing reflective evaluations about the processes used and written presentation.</p> <p>Maths: pattern, sequencing and tessellation.</p> <p>History: Local history of Norwich and the importance of the key buildings introduced.</p>	<p><b>Art is not connected to the world around us.</b> We explore and link all the patterns back to objects the children understand and see within their everyday lives- e.g. linking back to the Costa coffee cup.</p> <p><b>'I can do that!'</b> e.g. paint a Matisse.' We explore the techniques and skill level of</p>



Potential Links Norfolk-based landscapes, landmarks/historical features with an exploding use of pattern, is a contemporary approach. This also creates connections to the annual 'Norwich Festival of Light.' Where the Castle has projected images and lights onto, this can be used as a local cultural connection to explore.

each artist and process. As well as their own development.

#### **Assessment timeline:**

*A separate document has been created to show the chronology of the learning journey, with the relevant assessments undertaken Baseline assessment to establish starting point and introduce the concept of MASTERY STATEMENTS*

*Feedback and assessment every term*

*Homeworks: SELF / PEER / TEACHER assessed*

*WAGOLLS used regularly, embedded in resources*

#### **Home learning**

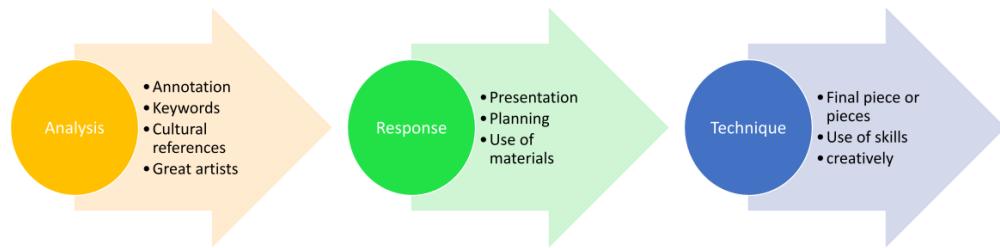
*Autumn 1: Research/look for patterns in your home. How many can you spot? Can you draw them?*

*Autumn 2: Produce a written study on the Artists Matisse or Orla Kiely.*

Feedback on homework – self / peer & absorbed into feedback sheet.

#### **Feedback**

## Art & Design Year 8. Pattern Marking sheet, term 1.



Keywords	
Pattern	Detail
Rhythm	Colour
Proportion	Palette
Repetition	Contrast
Shapes	Relief
Lines	Composition
Monoprinting	Printing

Marking outline	Analysis (40%)	Response (30%)	Technique (30%)	Total (100%)

Name & group

### Assessment Area: Analysis

In Art your knowledge of great Artists and written skills are assessed. You need to document in detail all of the information covered regarding the new Artists you are introduce to throughout the year.

9-1 0	Students have used <b>subject specific language</b> and have produced work that is of a <b>high</b> level of skill.
6-8	Students have produced work that is of a <b>good</b> level of skill.
4-5	Students have produced work that is of a <b>adequate</b> level of skill.
3	Students have produced work to a <b>satisfactory</b> standard. Students cannot explain how they have met the criteria.
1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.

### Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Autumn 1

2	25	26	2	2	2	3	31	32	33	34	35	36	37	38	39
4			7	8	9	0	Spring 1								Summer 1

### Assessment Area: Response / Technique

In Art your practical abilities are assessed. You need to produce creative work using a range of different medium to develop your technical abilities.

9-1 0	Students have used <b>subject specific language</b> and have produced work that is of a <b>high</b> level of skill.
6-8	Students have produced work that is of a <b>good</b> level of skill.
4-5	Students have produced work that is of a <b>adequate</b> level of skill.
3	Students have produced work to a <b>satisfactory</b> standard. Students cannot explain how they have met the criteria.
1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.



Autumn 2	Spring 2	Summer 2
<b>Formal elements (intro weeks) &amp; Pattern</b> <b>Great Artists: 3</b>	<b>Great Artists 4: Text in Art</b>	<b>Great Artists 5: Still Life</b>