

Malbank School Art & Design Curriculum for Year 8: Landscapes



In **year 8**, students will embark on a journey of artistic discovery with emphasis on the formal elements of Landscape painting as well as a creative emotional response to their past experiences in a landscape setting. They will use the work of a local landscape artist, Caroline Dangerfield as inspiration to showcase their knowledge, LORIC attributes and creative art skills using four distinctive assessment objectives:

AO1: research on a piece of work named: 'Pink Sunset'

AO2: skills acquisition in mark-making, application of colour, cutting and material manipulation, awareness of three dimensional form, and rules of composition

AO3: drawing skills in context with the ability to deal with proportions (shape, size and scale), the ability to observe, interpret and record details and textures, and the ability to observe, interpret and record appropriate tonal shading

AO4: the ability to present a meaningful response to the knowledge, concepts and skills developed throughout this project

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Assessment Objective 1: Research

Students will **communicate** their knowledge and understanding of the British Landscape. Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge will use their **initiative** to share their knowledge in small groups or the whole class.

Students will **communicate** the knowledge and understanding of the work of artist, Caroline Dangerfield and her work, 'Pink Sunset'. Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will explore and **communicate** the influences of the British coastline on people and communities. I.e. livelihoods with the fishing industry and tourism.

Students will **communicate** their memories of visiting the coast/ seaside and the impact that these experiences have had on them and their family. Students who have more direct links to the British coastline can demonstrate **initiative** and **leadership** by sharing this with their peers.



Students will **organise** their research on British coastlines and the work of Caroline Dangerfield and present their findings in their sketchbook and the class.

Students will use transferable skills to present their research on Caroline Dangerfields, 'Pink Sunset' in their sketchbook'. They will **organise** the space within their sketchbook to show a creative response to a set of questions about ideas, techniques and processes.

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Assessment Objective 2: Skills Acquisition

Students will **communicate** their knowledge and understanding of the techniques and processes used by Caroline Dangerfield and in particular the techniques, processes and materials used in her piece of work, 'Pink Sunset'. Ongoing discussions and plenaries will highlight those students who have the **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to their experiences of the British coastline by producing an abstract mixed media painting. Students will use keywords (adjectives) which reflect their experiences of their time by the coast.



Students will **organise** their materials, techniques and materials to articulate their ideas with skill, appropriate to their intentions. Students with **initiative** will bring in their own recycled collage materials and information to improve their work further.

Skills developed:

- rules of composition
- colour mixing
- painting skills
- cutting and material manipulation skills
- collage skills
- mark-making skills
- drawing skills
- typographical skills
- Printing skills

Assessment Objective 3: Observation skills

Students will learn a series of keywords both adjectives and verbs linked to coastlines using imagery to prompt ideas. Students will **communicate** their knowledge and understanding in the form of annotations in their sketchbooks. Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to a photograph which represents ideas of the British coastline by reflecting on it affects people, communities, the surrounding landscape, and the local economy



Students will be given a choice of seascape imagery to work from in producing a series of seascape drawings:

Drawing principals:

Proportions: ***the ability to observe and record appropriate size, shape and scale***

Detail and texture: ***the ability to interpret key features and detail and use allocated drawing tools to observe and render effectively***

Line quality: ***the ability to control drawing tools to carefully and***

Tonal range: ***the ability to observe and interpret tonal range and add tonal shading from light to dark in appropriate areas***

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Assessment Objective 4: Final outcome (resolution)

Students will consolidate their knowledge and understanding of the concepts, techniques and processes used by Caroline Dangerfield to create a final outcome which demonstrates how much students have learned throughout this project. Students will **communicate** their knowledge and understanding of all aspects of the assessment objectives 1,2 & 3.

Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to the affects of the British Coastline on people, communities, the surrounding landscape, and the local economy by producing an abstract mixed media painting.



Students will learn from experience after developing foundation skills in assessment Objective 2 and appraise what went well and what requires improving. Students will show **resilience** by working hard to improve their work and resolve their ideas so that they can produce a final outcome to the project.

- rules of composition
- colour mixing
- painting skills
- cutting and material manipulation skills
- collage skills
- mark-making skills
- drawing skills
- awareness and understanding of three dimensional form
- Printing skills