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**Knowledge Rich Curriculum Plan**

Year 8 Art – Term 2



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that… Students will know how to…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| **Lesson 14: Introduction to Architecture** | * *Students will know what Architecture means and what an Architect does as a career.* * *Students will know local and national buildings.* * *Students will know how about the history of St Helens* * *Students will know how to present their findings in a creative way.* | Architecture is both the process and the product of planning, designing, and constructing buildings or other structures. Architecture is often perceived as cultural symbols and as works of art.  **Architect:** a person who designs buildings and in many cases also supervises their construction. | Students will already know local buildings.  Students will already know how to layout a creative page. | Baseline assessment |
| **Lesson 15: St Helen's Page.**  **Reading Activity** | * *Students will know how to create a background using ripped edges and coffee* * *Students will know how to carefully select a local building to study.* * *Students will know what TWISBOQ means* | **TWISBOQ-** Title, written information, Images, Studies, Background, Opinion and Quote. – How to remember what is needed for an artist research page. | Students will already know some fact about St Helen's.  Students will already know how to create a dry brush and collage background. | Recall/activate starter  Application plenary |
| **Lesson 16: St Helen's page** | * Students will know how to create a collage using paper and images. * Students will know how to creatively present the knowledge they have learned about St Helen's. * Students will know how to studies and observational drawings of St Helen's buildings. | **Collage :** a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing | Students will already know of local buildings | Recall/activate starter  Cold call questioning |
| **Lesson 17: St Helen's Page.** | * Students will know how to create different fonts to create a title for your page. * Students will know how to creatively present written knowledge on St Helen's. * Students will know how to reflective on successful composition pages. | **Font**: The word font refers to a set of printable or displayable typography or text characters in a specific style and size. Font styles are used in both print and digital text.  **Composition** is the term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect. | Students will already know to be reflective of your work.  Students will already know how to create a range of fonts | Recall/activate starter  SSS assessment |
| **Lesson 18: Hunderwasser Page**  **Reading Activity** | * Students will know how about the work of Hundertwasser * Students will know how to create a pattern in the style of Hundertwasser. | Pattern: a repeated decorative design. | Students will already know the work of Hundertwasser.  Students will already know their colour theory. | Recall/activate starter  Cold call questioning |
| **Lesson 19: Hunderwasser Page** | * Students will know how to apply watercolour to create smooth blends of colour. * Students will know how to use complimentary colours to create contrast. | **Contrast:** the state of being strikingly different from something else in juxtaposition or close association.  **Complimentary colours**: Complementary colors are pairs of colors which, when combined or mixed, cancel each other out by producing a grayscale color like white or black. When placed next to each other, they create the strongest contrast for those two colors. Complementary colors may also be called "opposite colors". | Students will already know the work of Hundertwasser.  Students will already know their colour theory. | Recall/activate starter  Application plenary |
| **Lesson 20: Hunderwasser Page** | * Students will know how to apply watercolour to create smooth blends of colour. * Students will know how to use complimentary colours to create contrast. | **Contrast:** the state of being strikingly different from something else in juxtaposition or close association.  **Complimentary colours**: Complementary colors are pairs of colors which, when combined or mixed, cancel each other out by producing a grayscale color like white or black. When placed next to each other, they create the strongest contrast for those two colors. Complementary colors may also be called "opposite colors". | Students will already know the work of Hundertwasser.  Students will already know their colour theory. | Recall/activate starter  Cold call questioning |
| **Lesson 21: Clay Design** | * Students will know how to create a 2D design inspired by Hundertwasser. * Students will know how to apply patterns and shapes to create a design. | **Design:** a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made. | Students will already know the work of Hundertwasser.  Students will already know their colour theory. | Recall/activate starter  Application plenary |
| **Lesson 22: Clay Slab and shapes**  **Reading Activity** | * Students will know how to roll out a slab of clay smoothly and evenly. * Students will know how to cut out shapes from clay in the style of Hundertwasser. | **Clay Slab**:  A construction technique in which clay is rolled into thin sheets and manipulated into shapes.  **Build:** construct (something) by putting parts or material together.  **2D:** Two dimensional  **3D**: Three Dimensional | Students will already know the texture of clay.  Students will already know the work of Hundertwasser. | Recall/activate starter  Cold call questioning |
| **Lesson 23: Hunderwasser Score and Slip** | * Students will know how to create texture to their clay using a range of tools and texture presses. * Students will know how to create a score and slip to attach the clay. * Students will know how to cut out shapes from clay in the style of Hundertwasser. | **Score and Slip**: to scratch hatch marks on it as part of joining clay pieces together. This is done before brushing on slurry and joining the pieces together. The process is often called "score and slip."  **Texture:** is one of the elements of art that is used to represent how an object appears or feels. | Students will already know the texture of clay.  Students will already know the work of Hundertwasser. | Recall/activate starter  Cold call questioning |
| **Lesson 24: Hunderwasser Score and Slip** | * Students will know how to create texture to their clay using a range of tools and texture presses. * Students will know how to create a score and slip to attach the clay. * Students will know how to cut out shapes from clay in the style of Hundertwasser. | **Score and Slip**: to scratch hatch marks on it as part of joining clay pieces together. This is done before brushing on slurry and joining the pieces together. The process is often called "score and slip."  **Texture:** is one of the elements of art that is used to represent how an object appears or feels. | Students will already know the texture of clay.  Students will already know the work of Hundertwasser. | Recall/activate starter  Cold call questioning |
| **Lesson 25: Hunderwasser glazing the clay.** | * Students will know how to apply glaze to their clay slab. * Students will know how to carefully select colour schemes inspired by Hundertwasser. | **Glaze:** Glazing is a standard technique in painting, whereby a thin layer of paint is applied on top of the main colour, resulting in rich, iridescent colours. | Students will already know the work of Hundertwassers and his exploration of colour.  Students will already know their colour theory and mixing of colours. | Final formative assessment |
| **Lesson 26: Evaluate and assessment.** | * Students will know how to reflect and assess their work * Students will know how to carefully evaluate their work by identifying their strengths and weaknesses. | **Evaluate**: The task of evaluating a work of art, such as a painting or a sculpture, requires a combination of objective information and subjective opinion.  **Reflect:** think deeply or carefully about. | Students will already know how to present their evaluation in a creative way. |  |
| **Lesson 27: Hunderwasser Textile design.**  **Reading Activity** | * Students will know how to combine St Helen's buildings and Hundertwasser's style of work. * Students will create a design with a focus on composition. | **Composition** is the term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect. | Students will already know what a good composition looks like. |  |
| Lesson 28: Hunderwasser Outline | * Students will know how to create an outline onto a piece of cotton. * Students will apply watercolour paint to their cotton piece smooth and neatly. | N/a | Students will already know what a good composition looks like.  Students will already their colour theory.  Students will already know how to apply paint smoothly. |  |
| **Lesson 29: Hunderwasser Painting** | * Students will know how to create an outline onto a piece of cotton. * Students will apply watercolour paint to their cotton piece smooth and neatly. | **Textile:** A fabric made by weaving, knitting, etc.; cloth | Students will already know what a good composition looks like.  Students will already their colour theory.  Students will already know how to apply paint smoothly. |  |
| **Lesson 30: Hunderwasser Painting**  **Reading Activity** | * Students will know how to create an outline onto a piece of cotton. * Students will apply watercolour paint to their cotton piece smooth and neatly. | **Blend**: Blending is a term used often in art, particularly in painting and drawing. It is the technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines.  **Harmonious colours** sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. | Students will already know what a good composition looks like.  Students will already their colour theory.  Students will already know how to apply paint smoothly. |  |
| **Lesson 31: Hunderwasser outline** | * Students will know how to add bold line to create contrast and make your lines pop out. * Students will apply pen to add texture to your textile piece. | **Bold:** having a strong, vivid, or clear appearance. | Students will already know how to apply texture.  Students will already how to create controlled lines and mark making. |  |
| **Lesson 32: Hunderwasser Stitching** | * Students will know how to thread a needle. * Students will know how to tie a knot. * Students will know how to tie off. | **Thread**: a long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.  **Needle:** a very fine slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing.  **Tie off:** by tying a knot or bow at its end I finished knitting the last row and tied off the yarn. | Students will already know how what a stitch is. |  |
| **Lesson 33: Hunderwasser Embellish** | * Students will know how to stitch attach a button using stitching, * Students will know what embellish means. | **Attach:** Join or fasten (something) to something else.  **Embellish**: make (something) more attractive by the addition of decorative details or features. | Students will already know how to stitch.  Students will already know how to tie off. |  |
| **Lesson 34. Evaluation and SSS challenge** | * Students will know how to evaluate their and understand their feedback. * Students will know how to recall the steps of their making of their textile piece. * Students will know how to Secure, sustain or stretch their ability and complete a task. | **Evaluate**: The task of evaluating a work of art, such as a painting or a sculpture, requires a combination of objective information and subjective opinion.  **Reflect:** think deeply or carefully about. | Students will already know identify strengths and weaknesses in their work.  Students will already know t complete a SSS challenge. |  |