



Term / Date(s)	Project 1 (half term 1&2)	Project 2 (half term 3 and 4)	Project 3 (half term 5&6)
Topic	Pop Art – Roy Lichtenstein	Jasper Johns	Cubism & Stylistic Faces
Topic Overview	An exploration of the Pop Art movement. Students will use the ideas and style of Lichtenstein to develop their own comic book painting	An exploration of texture and colour by studying the work of Jasper Johns by layering numerical figures.	An exploration of Pablo Picasso’s cubist faces.
Components	<p>Students will learn:</p> <ul style="list-style-type: none"> To accurately observe bottles and jars and record it effectively using symmetry and guidelines. To describe a smooth surface using t to show reflections. To identify key features of the Pop Art Movement. To investigate the work of Roy Lichtenstein. To develop your own observational drawing and adapt it into the style of Roy Lichtenstein. To develop a drawing into two design ideas. To increase proficiency in the handling of felt tip pens and ready-mix paint. To design a final outcome which realised the strongest aspects of your work so far. To creatively present and take pride in the journey throughout the project. 	<p>Students will learn:</p> <ul style="list-style-type: none"> To explore the work of Jasper Johns and identify key features of his work. To generate a variety of creative ideas in relation to Jasper Johns using numbers. To experiment with a wide range of artistic medium. To develop a wide range of artistic variations of ideas. To identify your best work and analyse why its successful. To design a final outcome which realises the strongest aspects of your artwork so far. To practice typography and drawing numbers as a fine art discipline. To creatively present and take pride in the journey throughout the project. 	<p>Students will learn:</p> <ul style="list-style-type: none"> To create a paper collage To identify the key features of cubist artwork. To explore the work of Pablo Picasso. To generate a variety of creative ideas in relation to cubist portraits. To experiment with a wide range of artistic medium. To develop a wide range of artistic variations of ideas. To identify your best work and analyse why its successful. To design a final outcome which realises the strongest aspects of your artwork. To simplify facial features and manipulate the arrangement to make a creative outcome. To creatively present and take pride in the journey throughout the project.
Golden Knowledge	<p>Contextual Understanding, A Social/ Historical of Pop Art and Roy Lichtenstein’s comic book style. To practice using tone when drawing from primary source when drawing a glass bottle. To practice drawing ellipses by observing shapes and angles. To practice drawing texture and pattern in the style of Roy Lichtenstein (dots/line/dashes/waves). To practice applying Roy Lichtenstein’s texture and pattern to the bottle drawing (dots/line/dashes/waves). To practice drawing a POP Art typography by using felt pens to create shape, pattern and colour. (dots/line/dashes/waves). To practice colour, shape and composition when creating a paper collage. To practice painting by creating a still life arrangement using colour, shape and pattern.</p>	<p>Contextual Understanding, A Social/ Historical of Jaspers Johns Numbering art work. To practice use if shape and line when drawing numbers using grids and guidelines. To practice use of line, shape and layering by overlapping numbers together. To practice the cross-hatching technique to create tone and texture. To practice the mono-printing and experiment with composition and layout. To practice colour blending with colouring pencils varying pressure and layering colours on top of one another. To practice colour mixing and colour blending by using block paint to achieve a smooth gradient from one tone to another. To practice the cross-hatching technique when applying oil pastels. To practice applying our knowledge of complementary/ opposite colours. To practice monochrome colour blending using tints and shades to achieve a smooth gradient. To practice the use of tone when using charcoal. To practice adding texture to the layered numbers by using mark-making techniques.</p>	<p>Contextual Understanding, A Social/ Historical of cubism and stylistic faces. To practice drawing in Picasso’s iconic cubist style focussing on line and shape. To practice use of shape, composition and layout to create a paper collage in your own idea development. To practice use of colour mixing and colour blending with chalk pastel in your own idea development. To practice embroidery techniques by creating a textiles cubist face using shape, form and texture in your own idea development. To practice Wax Resist technique in the application of line and colour in your own idea development. To practice colour mixing and colour blending when using paint in your own idea development. To practice sgraffito technique with oil pastels using line texture and tone in your own idea development. To practice using clay to create a 3D relief cubist face using shape and form in your own idea development. To practice line, tone and texture when creating a mono-printing.</p>

		To practice shape and form by creating a 3D Cardboard relief of layered numbers.	
What pupils should already know (prior learning components)	<ul style="list-style-type: none"> In line with their study of National Curriculum requirements students will have already looked at artists, experimented with materials, drawn from different sources and produced outcomes, I:\ADT\Art\KS3\PRIMARY_national_curriculum_-_Art_and_design.pdf How to draw using guidelines and mapping out Peppers Project in year 7 How to study an artist – in year 7 students practiced techniques which artists used and applied that skill to their own work. How to use different materials, such as pencil, coloured pencil and watercolour paint. 	<ul style="list-style-type: none"> Students should already know basic colour theory, primary, secondary and tertiary colours learnt in year 7. Students should know how to mix secondary colours easily. Students should have some proficiency and understanding of applying paint. Students should already know how to use guidelines and mapping out. Students should understand Pop Art and the main ideas behind it from the previous project. Students should have used a broadening range of materials. 	<ul style="list-style-type: none"> Students should already be confident with guidelines and mapping out techniques Students should already be proficient in using acrylic paint Students should already have looked at artist and art style Students should be becoming more confident in their ability to analyse visual work
Transferrable knowledge (skills)	<ul style="list-style-type: none"> How to record observations How to develop a wider understanding of the cultural world and the visual world around them How to develop students' skills of analysis How to improve dexterity and coordination How to develop ideas. How to generate a final design idea 	<ul style="list-style-type: none"> Engagement with the cultural codes within the visual world around them Further understanding of analysis Development of dexterity and coordination https://www.bbc.co.uk/news/education-46019429 Building resilience and independence as students develop more confidence in their abilities 	<ul style="list-style-type: none"> A broadening understanding of the visual and cultural world An appreciation of difference and similarities – how other cultures have shaped European art Continued development of visual analysis
Key vocabulary pupil will know and learn	<ul style="list-style-type: none"> Pop Art Outline Flat colour Comic Book style Art movement Line/tone/form Dots/ Dashes/ Waves Scale 	<ul style="list-style-type: none"> Printmaking Polystyrene reduction printing Repeat design Space shape 	<ul style="list-style-type: none"> Asian Art Pattern Aniconism Symbolism Continents/countries Wayyang (shadow puppets) Pattern colour
Assessment activities	<ol style="list-style-type: none"> Continuous 'live' formative assessment within the lesson. Written formative assessment will take place at least every twelve weeks. The observational bottle drawing will be assessed as part of a year 8 baseline assessment point using RAG marking criteria. Final Outcomes for the project will be graded and Self/ Peer assessed. 	<ol style="list-style-type: none"> Continuous 'live' formative assessment within the lesson. Written formative assessment will take place at least every twelve weeks. I:\ADT\Art\KS3\Year 8\Year 8 Briefs with assessment 2022 	<ol style="list-style-type: none"> Continuous 'live' formative assessment within the lesson. Written formative assessment will take place at least every twelve weeks. I:\ADT\Art\KS3\Year 8\Year 8 Briefs with assessment 2022
Resources available	WAGGOLs from last year and teacher resources	I:\ADT\Art\KS3\Year 8\2 - Pop Art - Warhol sketchbooks WAGGOLs from last year and teacher resources	I:\ADT\Art\KS3\Year 8\3 - Asian Art sketchbooks WAGGOLs from last year and teacher resources
Notes Why this topic is important...	<ul style="list-style-type: none"> This topic has been designed to provide students with an understanding of the Pop Art movement, such as the style, concepts and materials This topic provides opportunities for students to develop both their knowledge and skills within the subject in drawing and with felt tip. 	<ul style="list-style-type: none"> This is a continuation of the Lichtenstein project, however, this topic will also; Provide students with the opportunity to consolidate colour mixing understanding Allow students to broaden their range of art techniques, such as polystyrene printing 	<ul style="list-style-type: none"> Provide students with a deeper understanding of Asian Art, which could be part of their heritage or of those around them (during and beyond education – cultural capital). https://early-education.org.uk/cultural-capital/ Develops students' understanding of Art in the wider world beyond education, such as for cultural and religious purposes

	<ul style="list-style-type: none">• This topic allows students to explore the work of artists in order to inform their own work.• This topic develops students' understanding of Art in the wider world beyond education, such as how art is used in everyday objects (comics, packaging, design...)		<ul style="list-style-type: none">• Provides opportunities for students to develop both their knowledge and skills within the subject.
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