

Year 8 Art – Aboriginal

Intent	<p>Wider Learning: Students will produce an A3 painting using symbols that they have created to represent their life influenced by Aboriginal artwork. Students will examine the history of aboriginal artwork through discussion of the main themes represented within the work. They will also examine contemporary work by aboriginal artists and use these as influence in their own work. Students will work in paint to create their work and use a variety of techniques that will adapted to fit their individual designs.</p>	<p>Prior learning: The SOL for year 8, focussed on 20th century art movements. Students have developed their skills using colour theory to blend and mix a range of colours. Last project focussed on observational painting skills.</p>	<p>Key vocab:</p> <ol style="list-style-type: none"> 1. Aboriginal art 2. Dreamtime 3. Symbols 4. Paint 5. Blend 6. Tone 7. Mix 8. Stylised 9. Composition 10. Contextual 11. Texture 12. Depth
	<p>The big questions</p> <ol style="list-style-type: none"> 1. What is aboriginal Art? 2. Where did aboriginal art originate? 3. What were common symbols used? 4. How can we create our own symbols to reflect our self-identity? 5. How can we create texture with paint? 6. How can we develop use of tone? 7. What colours represent your identity? 8. 		
Implement	<p>Order of learning</p> <p>Lesson 1-2 Introduction to Aboriginal Art Students will be introduced to Aboriginal art through a PowerPoint presentation given by the class teacher. The students will complete a quiz in order to show progress and understanding. Students will focus on the main concepts and stylistic elements of the work and discuss and analyse examples from both traditional and contemporary Aboriginal art Students to create their own symbols based on important identity features of themselves.</p> <p>Lesson 3-4 Composition Students will use their symbols that they have created as a starting point for their own Aboriginal style painting. Students will recap on the main stylistic elements of aboriginal paintings and use this as an influence for their own work. They should start to draw out their composition on A3 paper.</p> <p>Lesson 5-6 Experimenting with Paint Techniques Students will complete a variety of paint exercises in order to develop new skills and techniques to create a variety of surfaces. Students will work in their sketchbooks to experiment with a variety of different techniques. Teacher to demo the techniques.</p> <p>Lesson 7-11 Painting Students will look again at the examples of aboriginal work and discuss the use of colour. They should then discuss how and why they would use a different variety of colours to reflect their life and surroundings. Students will then start to paint their final piece, starting with the largest areas first. A teacher led demonstration should cover how to use the paints to create the correct surfaces. Students will continue to paint their final piece during the following lessons, led by the class teacher. Lessons should be tailored to the needs of the individual students and groups. Consider: Tone Texture Use of Colour</p>		<p>Differentiation</p> <p>Scaffold: Student examples of work Teacher Demos Colour theory wheels Subject terminology used and displayed. Symbols for students to use</p> <p>Stretch: Students to consider the meaning and depth within their composition. Students to have freedom to create their own composition using their own symbols to represent themselves. Students to blend a range of colour tones and tints. Students use their contextual work to influence their own work.</p>

Impact	<p>Assessment</p> <p>Teacher-formative. 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>Teacher-summative. 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>Peer Assessment 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>Self-assessment 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>Homework Students will produce a contextual studies sheet on Aboriginal artwork using the standard department structure. This is split into tasks and should be handed in at the end of the project and marked by the class teacher.</p>	<p>Feedback Students receive verbal and written feedback in lessons.</p> <p>Students also receive peer feedback to help target setting for the following lessons.</p>
	Where will this be revisited?	

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.