

## Year 8 Summer Term:

### Develop Ideas:

- I can develop an idea from researching into a theme of my choice (from a selection of 3).
- I can discuss my ideas confidently and question what I am going to do and how I will do it.
- I can sketch a range of ideas for my final piece in response to Hundertwasser, with each design reflecting the style of the artists' work and my chosen theme.
- I can explain my ideas verbally and through annotations within my work.

### Experiment and Refine:

- I can explore different materials to ensure I am using the most appropriate in response to Hundertwasser.
- I can make improvements to my work as I go, building on my skill level with my chosen material.
- I can experiment with relevant pattern, shape and colour, adapting my designs as I work to show refinement.
- I can create alternative ideas for my final pieces, selecting the most successful and appropriate.
- I can apply paint confidently using complementary and harmonious colours with accurate brush control and application.

### Record Observations:

- I can accurately draw from observation and my drawing skills show strong use of visual elements (tone, texture, form, line, shape).
- I can use shape and pattern within my work to reflect the style of Hundertwasser.
- I can use my own photographs to explore my theme.
- I can annotate some of my work to explain the ideas behind it using subject specific language.

### Analyse:

- I can analyse the work of Hundertwasser in depth, using subject specific vocabulary and key words.
- I can write about my own work, explaining how my idea has been inspired by Hundertwasser, what I have done well and how I could improve further.
- I contribute to class, group and peer discussions about the work of others and my own with confidence.

# Minimum Expected Standards

## Art and Design Year 8

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular **'learning checks'** to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy  
Solihull**

## Year 8 Autumn Term:

### Develop Ideas:

- I can develop my own ideas and work informed by portraits and fantasy creatures from film and media both 2D and 3D.
- I can discuss ideas with peers and my teacher and explain how my creature design has been inspired by fantasy creatures.
- I can explore ideas through sketches and written notes.

### Experiment and Refine:

- I can experiment using a range of materials including pencil and biro
- I show good tone and mark making skills when drawing portraits, clearly demonstrating an understanding of visual elements.
- I can adapt my original portrait to create my own fantasy creature, trying alternative features, adapting my designs as I work to create the most successful outcome.
- I can transform my 2D design into a 3D creature using clay.
- I can adapt my 3D clay creature as I work, making appropriate improvements.

### Record Observations:

- I can draw a self-portrait that shows good use of visual elements to create tone and texture, with reasonably accurate proportions.
- I can draw fantasy creatures using a range of media and techniques.
- My drawing skills will show signs of visual elements and experimentation of mark making, with success and accuracy, especially tonal shading and texture.
- I can use appropriate tools to record detail within my 3D clay creature.

### Analyse:

- I can analyse imagery of fantasy creatures in my own words, using appropriate key words and artistic vocabulary.
- I can evaluate my own work, making clear suggestions on how to improve and I can explain the connections between my designs and my source of inspiration.
- I contribute to class, group and peer discussions about the work of others and my own, with increasing confidence.

## Year 8 Spring Term

### Develop Ideas:

- I can create a design for a popular consumer item influenced by Pop Art
- I can experiment with different ideas and colours to create the most suitable design.
- I can discuss my work and ideas with my peers and/ or teacher.

### Experiment and Refine:

- I can create a clear mono-print, showing detail and some tone.
- I can make changes when printing by adjusting the amount of ink used, the pressure I apply etc.
- I can create a polystyrene block-print using two or more colours.
- I can create a reduction print that is repeated in the style of Andy Warhol. It must be neat, clear and accurately lined up using complementary colours

### Record Observations:

- I can complete a detailed observational drawing of a popular consumer item using pencil.
- I can apply a range of tone to my work to show the form of the object and you can see detail within my work.
- I can create a successful response to Pop Art by using bold block colours (complementary), benday dots and strong bold outlines within my work.

### Analyse:

- I can talk about my work using specialist vocabulary explaining what I have done well and I can give a specific description of how I could improve it.
- I can write/ talk about the work of other artists/ designers using key words and artistic vocabulary, explaining my opinions about their work
- I understand the meaning of key words used throughout the project