



## SYLLABUS OVERVIEW

### YEAR 8 ARTS AND DESIGN 2022-2023

The Art and Design Department at Wesgreen International School promotes individual vision and creative excellence. The curriculum provides a strong foundation in the creation, history, and theory of the visual arts that prepares students for graduate studies. The department emphasizes experimentation, problem solving, social media and interdisciplinary collaboration informed by global awareness and trends.

### Learning Outcomes

Students in the Art and Design Department will be able to:

- Produce a strong body of work.
- Establish and maintain a rigorous creative practice that is productive and professional.
- Develop an articulate, sophisticated visual, verbal, and technical vocabulary related to art and design from a broad range of styles and cultures.
- Apply comparative reasoning in evaluating works of art and design.
- Contribute to diverse, cross-disciplinary, collaborative endeavours.
- Resolve problems and challenge assumptions through innovative thinking and visual expression.
- Demonstrate integrity and make ethical decisions in creative expression and professional practice.
- Perpetuate a life-long commitment to learning, inquiry, and discovery.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.

### Ongoing Objectives

Students are expected to develop their creativity and ideas, and become more efficient in executing them. They look critically at the work of historical and modern working artists and Art movements, architects and designers, making their own

judgements. They are taught to:

- Use a range of techniques and mediums to record their observations.
- Use a range of techniques and media, including drawing, the use of colour, scale, proportion and placement of drawn work on the picture plane.
- Become proficient in confidentially handling a range of different materials to meet a required outcome.
- Analyze and evaluate their own work and other people's.
- Become confident working against a design brief in a given time frame.
- Recognize how and where to collect relevant research from, to support and inspire their developing ideas.
- Understand the importance of recycling within the lessons, such as the collage task.
- Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day.

## Unit Overviews

### Term 1

- The students will produce artworks under the theme **ART USA**. Students will experiment with different painting techniques set as time challenges to create a series of different paintings inspired by the concept of “American Art”.
- Students’ prior Art history knowledge will be developed and expanded by analysing the work of different American painters – from the founding of the United States through the 1950s and 1960s masters such as Jackson Pollock and Andy Warhol.
- The students will produce an A2 board displaying four different paintings using four different painting techniques demonstrating their flexibility and versatility as an artist as well as their hard working attitude at attempting new challenges.
- Students second key artwork for assessment will be an Andy Warhol-inspired screen print (a new artform and technique) on either paper or t-shirts inspired by the theme of ART USA.
  - Series of 4 paintings each using a different technique
  - Screen print on paper or t-shirt
- Accurate drawing skills, attention to detail, creativity and neatness will be assessed.

The teacher will be showing a PowerPoint presentation as tool of teaching. Differentiated tasks will be given to students to cater all levels of learners.

Feedback to students will include teacher formative feedback, peer assessment and rubrics for summative feedback.

### Term 2

- The students will produce artworks under the theme **Nature**, a theme they saw in Primary School and return to here at a more advanced and sophisticated level. Students explore different aspects of Nature including landscape painting, seascape painting and direct observational drawing outside “en plein air”.
- Students will also create a 3D sculpture using clay and combine this with real grass/cress seeds and water to create a “living sculpture”.
  - Living Sculpture
  - Seascape Painting
- Accurate drawing skills, attention to detail, creativity and neatness will be assessed.

The teacher will be showing a PowerPoint presentation as tool of teaching. Differentiated tasks will be given to students to cater all levels of learners.

Feedback to students will include teacher formative feedback, peer assessment and rubrics for summative feedback.

### Term 3

- The students will produce artworks within the theme of ‘**Art Francais**’. Students will discover and explore some of the great French artists: Eduard Degas, where they practice creating portraits of a moving figure using oil pastels; Claude Monet, where students paint a waterlily landscape trying to capture and express reflections on the water; and Henri Matisse where they create a giant collage out of colour shapes to create a bold and dynamic artwork.
  - Figures in oil pastels
  - Painting waterlilies and reflections on water
  - Large-scale collages
- Accurate drawing skills, attention to detail, creativity and neatness will be assessed. The teacher will be showing a PowerPoint presentation as tool of teaching. Differentiated tasks will be given to students to cater all levels of learners.

Feedback to students will include teacher formative feedback, peer assessment and rubrics for summative feedback.

## Assessment

Formative: Throughout the terms, students will assess their own weekly progress and outcomes. They will also use peer assessment and the teacher will provide immediate and relevant verbal feedback. Verbal feedback will be provided when the task is complete. The goals of these assessments are:

- to help the students develop their ideas and creative response to the topic individually and as a group
- ensure independence through one-one-one discussion as well as personal and peer reflection using the WWW and EBI as basis of questioning
- develop their understanding of critical analysis of their own work and that of others.

Summative: Internal assessments recognize the skills and knowledge built throughout the year.