

Topic: Year 8 MACHINES AND MECHANISMS

The Formal Elements are the parts used to make a piece of artwork. These were learnt in y7 and consolidated now thematically in y8. The art elements are line, shape, form, tone, texture, pattern, colour. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like.

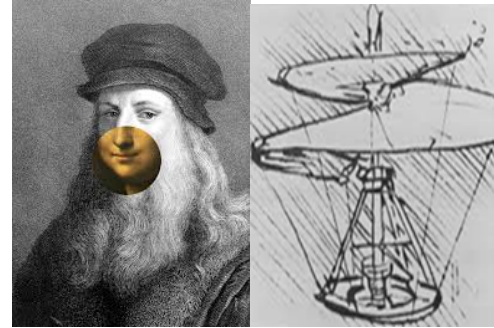
SUMMER One Project

Leonardo Da Vinci was the original renaissance man, epitomising the age he was in, creating and inventing incredible things that were often way before their time. He remains one of the most revered and referenced artists of all time.

This project explores his ideas and inventions, taking them into the modern day, and enables pupils to create their own printed and drawn art pieces, with reference to the diverse creations of Leonardo, and their own contemporary world.

They do this building their skills in 2D art making – using refined drawing skills and printmaking.

Duration: ONE TERM – 12 WEEKS



Composite: ‘Mock’ Leonardo sketchbook pages, and monotype printmaking outcomes

Key vocabulary:	Core knowledge Components	Powerful knowledge/Skills components crucial to commit to long term memory	Links to previous and future topics
Machine Mechanism Print making Media Structure Ceramic Maquette Relief H R Giger Leonardo Da Vinci Positive space Negative space Polyblock Intaglio Mono print	<ol style="list-style-type: none"> Can learners draw a section of an artwork by Leonardo Da Vinci, in the correct colours and mark making style? Can learners draw a section of an artwork by H R Giger, in the correct colours and tonal style? Can learners employ these artists styles, to a given secondary resource? Can learners employ these artists styles, to a given primary resource? Can learners create a print that convincingly conveys a section of a machine / mechanism through the use of a range of print media? Can learners explain how their print conveys the style of an artist studied, through their chosen media and techniques? Can learners explain how their print is characteristic of the artists style? Can learners explain how ‘negative space’ is the space that is in between and around the outside of objects? Can learners explain how ‘positive space’ is the space taken up by an object? Can learners demonstrate their own use of positive and negative space, through making their own images? Can learners work through the design process of making a series of maquettes/test prints, and select from these to produce a final print image? 	Learning how to research an art period, and an individual artist, using an art reference book How to extend their explorations and writing about an art work using the CFMP format as required at GCSE and A Level [CONTENT FORM MOOD PROCESS]- building on the foundation they made for this in their last project, where they explored Pop Art. SKILLS and TECHNIQUES: Tertiary colour Earth colour Monochrome Tone Hatched mark making Cross hatch mark making Linear Design for purpose STEAM link [diversely in machines and mechanism making] Mathematical scaling up a design Drawing Intaglio drawing and printing	<ul style="list-style-type: none"> Basic Skills Y7 Colour Line Tone Y8 mask project – use learning on artist research as foundation to build from – extend quality and depth of artist research in this projects art analysis. Skills CW project in y10 – analytical drawing and print skills introduced here, and extensive art analysis research and writing GCSE Exam work – any topics related to depicting the real world, artist analysis, design for purpose, and application of

	<p>What would be appropriate uses of these artists styles in future?</p> <p>How could their styles be used in contemporary art making?</p> <p>Why are their styles still popular and respected today, in your view?</p> <p>TIMELINE Artists/ BAME:</p> <p>Leonardo Da Vinci</p>	Mono print	artist/designer research in a personal outcome.
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