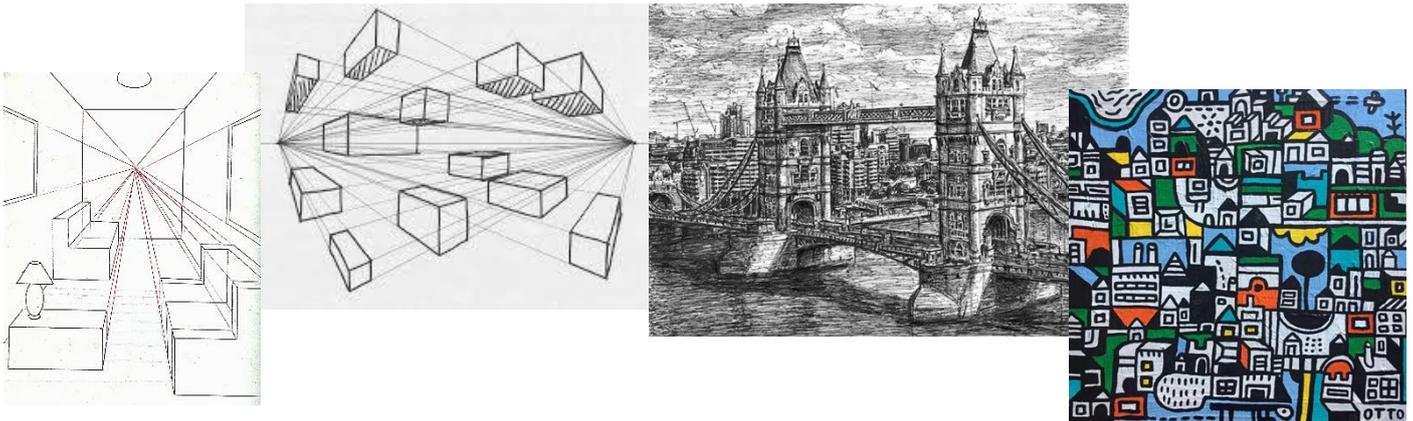


# Year 8 KNOWLEDGE ORGANISER

# ART

**LANDSCAPES** – The first unit will focus on learning about perspective and how to draw the illusion of depth and make drawings look 3D. In this unit we will also be looking at Stephen Wiltshire and explore some basic print/transfer techniques. We will also examine Nate Otto through different media and the class will work collaboratively on their final piece to create a large mural inspired by Otto.



**TOTEM POLES** – This second unit will last longer and be more thorough and challenging. We will start with some initial research into Totem poles and what they are and what they symbolise. We will briefly research the native American culture and understand the context of the totem pole. Through looking at Ellen Neel, we will start designing and sketching totem poles. We will review our pencil ability and refine and improve our skills further. After a successful design, we will develop paper models of our totem poles. After analysing these models, students return to the design and produce a final design idea for their final totem pole which will be made out of clay. Students will have the opportunity to have a lesson getting accustomed to clay and how to use it properly before they start moulding their totem poles. When they



# Year 8 KNOWLEDGE ORGANISER



<u>PROJECT</u>	<u>HOME LEARNING</u>
<u>LANDSCAPES</u>	1. Use what you have learnt about single point perspective to draw your bedroom.
	2. Produce a research profile page on artist Stephen Wiltshire and then take between 3 and 5 photos of a cityscape or built up area. Print this for next lesson (black and white is fine)
	3. Ensure your books are presentable and neat and all print/transfer work is annotated. Consider how the work came out and how you could have made it better.
	4. Evaluate your mono-printing outcome and make notes on the step by step process. Also, produce a research profile page on artist Nate Otto.
	5. Use your classwork and Nate Otto research to develop ideas and sketches for a final outcome in which the class create a mural together.

<u>PROJECT</u>	<u>HOME LEARNING</u>
<u>TOTEM POLES</u>	1. Complete your title page and mind map and then produce a mood board for your project.
	2. Produce a research profile page on Ellen Neel with images of her work and produce a transcription (drawing of one of her pieces).
	3. Complete and improve your sketches and initial designs from class and write a short paragraph analysing your work.
	4. Design 3 detailed totem poles with meaning and symbolism (use your research). These designs should be annotated.
	5. Evaluate how you think your paper models could have been improved and how their designs worked together.
	6. Evaluate how you think your second paper modelling went and how it could have been improved and how your designs worked together.
	7. Complete your final design ready for next lesson. Improve/refine your design by adding colour, detail, tone etc. Your design must also be annotated with meaning and symbolism based off your previous research.
	8. Write up notes about how to use clay and the process of using it all the way up to firing in a kiln.
	9. Make notes on your current progress and how you think you could improve your piece and how you intend to use your remaining lesson time effectively.
	10. Make notes on your current progress and how you think you could improve your piece and whether you are on track, falling behind – how will you fix this?
	11. Produce a final evaluation on how you think you could have improved your piece and how you think it will come out after firing.

# Year 8 KNOWLEDGE ORGANISER

# ART

“Do the best you can and never

- Stephen Wiltshire



stop.”