



Ramsey Grammar School

Scheme of Work – Key Stage 3 (Year 8)

Department: Art (September- February)

UNIT TITLE / THEME:	Stained Glass Window Project
Cross Curricular Links/Transferrable skills:	Creativity, Critical thinking skills, Communication, History, Geography, ICT

Lesson	Learning Outcomes/Objectives	Main teaching activities	Key Assessment Tasks: Summative/Formative
1 - 2	Introduction to Gothic art / architecture and stained-glass windows.	Students were introduced to the European Gothic period, to stained glass windows and the diversity of designs. The students will discuss shape, symbolism and patterns. The students will measure and draw out the main frame to form their stained-glass window design on to.	Verbal feedback Formative assessment
3 - 9	Construction of the window frame	The students using rulers and precise measurements, create a section of their window design which they repeat and rotate throughout their pre-designed frame.	Verbal feedback Formative assessment
10 - 15	Removing the negative spaces to create the windowpanes.	The students, using craft knives and cutting mats, carefully remove all the negative spaces in between the sections of the frame that they have made. These empty sections will become the stained-glass areas.	Verbal feedback Guiding questions
16-22	Adding in the coloured window sections.	The students, using coloured tissue paper, scissors and glue, cut out and place in the coloured sections of their window design. Again, using symmetry and pattern to complete their design. Once they have completed their design, they will seal it inside a laminated pouch. This will not only protect their finished design but create a shiny glasslike look.	Verbal feedback Summative Assessment



Ramsey Grammar School

Scheme of Work – Key Stage 3 (Year 8)

Department: Art (February - July)

UNIT TITLE / THEME:	Gargoyles and Grotesques - Sculpture
Cross Curricular Links/Transferrable skills:	Creativity, Critical thinking skills, Communication, History, Geography, ICT

Lesson	Learning Outcomes/Objectives	Main teaching activities	Key Assessment Tasks: Summative/Formative
1 - 2	Introduction to Gargoyles and Grotesques Critical studies & research	Students were introduced to Gargoyles and Grotesques and the diversity of designs. The students discussed shape, symbolism and patterns. The students begin to design their own Grotesque.	Verbal feedback New words will appear in English on the 'Word Board'. Students will be reminded throughout the project.
3 - 9	Construction of the base	Students are asked to bring a piece of corrugated cardboard 30 x 30cm. They draw a circle with a radius of 8cm and begin to construct the base of their sculpture using a relief technique with mounds of newspaper. They attach the paper to the base with tape. The students will be shown how to sculpt with newspaper, through loosely folding it to create shape and depth. The students will use masking tape to secure their sculpted newspaper to create a basic domed face shape. Once the shape has been created, the students will cover the surface with gum tape.	Verbal feedback New words will appear in English on the 'Word Board'. Students will be reminded throughout the project.
10-14	Modelling the features	Students learn how to create paper pulp to develop the features of their sculpture, such as the nose, eyes, ears and any other features. The students will form the features from their gargoyle design using paper pulp.	Verbal feedback Guiding questions
16-18	Painting the base coat and painting with dry brushing techniques	The students will paint a PVA glue base coat on which coat of sand will be poured, to create a stone texture. Once dry, the students paint with a black base colour. Over their base colour the students will use a dry brush technique to develop the features and enhance the stone effect on their Grotesque, following their design the students will add moss effects to their piece.	Verbal feedback Summative Assessment