

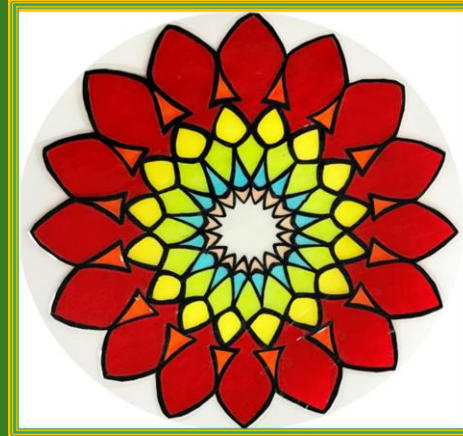
Subject: Art

Year 8 Autumn Term Assessment

Time of Assessment
Week beginning October 14th / November 18th

Knowledge to be Assessed:

The students will be introduced to the history of the rise of Gothic architecture throughout early Europe. The students will gain an understanding of how Maths and Art are perfectly combined through architecture. The students will learn how to measure out a simple sectional design that they will repeat, rotating around their initial measured frame until they complete their stained-glass window design in full. The students, using craft knives will remove the interior sections of their design.



Skills to be assessed:

The students should have an understanding about architecture, accurate use of a ruler, pattern and symmetry. The students should have a sound understanding of how to use a ruler to make correct measurements, control a craft knife safely and to create an accurate repeating pattern with line and colour.

Resources to help Revision:

[How was it made? Stained glass window | V&A \(youtube.com\)](#)

[1,000 Years of Stained Glass in Five Minutes \(youtube.com\)](#)

[Marvels of Stained Glass Making | Let There Be Light |Parable \(youtube.com\)](#)

[The Great East Window: Brian Clarke | HENI Talks 'Perspectives' \(youtube.com\)](#)

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
You have shown some understanding and have used various media with limited technical skill.	You have created a measured symmetrical pattern design showing basic technical control.	You have created a measured symmetrical pattern design showing satisfactory technical control.	You have created a measured symmetrical pattern design showing strong technical control.	You have created a measured symmetrical pattern design showing confident technical control.

Subject: Art

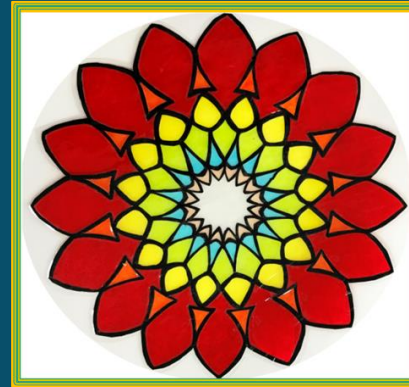
Year 8 Spring Term 1

Time of Assessment
Week beginning January 27th / February 10th

Knowledge to be Assessed:

After using craft knives to remove the interior sections of their design, the students will fill each cut section with coloured tissue paper, using symmetry and pattern. This is to replicate the stained glass found in actual cathedral windows. Again, the students will be working with symmetry and pattern.

Once the students have completed applying all their coloured tissue paper sections, they will seal their completed design in a laminate sheet to add strength and create a glass-like effect.



Skills to be assessed:

The students should have an understanding of architecture, accurate use of a ruler, pattern and symmetry. The students should have a sound understanding of how to use a ruler to make correct measurements, control a craft knife safely and to create an accurate repeating pattern with line and colour.

Resources to help Revision:

[How was it made? Stained glass window | V&A \(youtube.com\)](#)

[1,000 Years of Stained Glass in Five Minutes \(youtube.com\)](#)

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Grade Descriptors: How the assessment is graded?

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Subject: Art

Year 8 Spring Term 2

Time of Assessment
Week beginning May 26th

Knowledge to be Assessed:

Students will be introduced to Bali Masks and their diversity of designs. After discussing shape, symbolism, and patterns, the students will design their own masks.

Students learn how to create paper pulp to develop the features of their sculpture, such as the nose, eyes, ears and other features. The students will form the features from their mask design using paper pulp, which they will sculpt onto a simple base mask.



Skills to be assessed:

The students should be able to demonstrate an understanding of Bali mask design. They should be able to employ their understanding of how to abstract and exploit facial features, colours, and patterns to create their own personal mask designs based on a range of Bali masks.

Resources to help Revision:

https://www.youtube.com/watch?v=WrczC8_JO2c

<https://www.youtube.com/watch?v=cqaHaHYNo6o&list=PLV-VZhWy5HP2AtUvjGAJE0g5bzBnT9TSE>

<https://www.youtube.com/watch?v=oX05J4q3LSQ>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
You have created a design using limited skills, that has shown some connection to the theme.	You have created a design that shows some understanding. You have shown basic connections to the selected artist's styles and abstraction.	You have created a satisfactory design that shows pleasing technical skills and connections to the selected artist's style and abstraction.	You have created a strong design showing good technical skill and the connections to the selected artist's style and abstraction.	You have created a skilful design that shows a great understanding, use of media and connections to the selected artist's style and abstraction.

Subject: Art

Year 8 Summer Term

Time of Assessment
Week beginning June 30th / July 14th

Knowledge to be Assessed:

The students will learn how to paint the various sections of their Bali mask using acrylic paint and stippling techniques. When completed, the students will learn how to enhance the vibrancy of the colours by overlaying them with the same-coloured tissue paper. When the students have applied both the coloured paint and tissue, they will learn how to create a lacquered effect on the surface by painting over the surface with a thin layer of PVA glue



Skills to be assessed:

The students should be able to show an understanding of how to sculpt with paper pulp to create a range of facial features. They should understand how to apply and use acrylic paint and the use of the stippling technique to cover an uneven surface evenly. The students should be able to show an understanding of blending colours and using wet-on-wet painting techniques.

Resources to help Revision:

https://www.youtube.com/watch?v=WrczC8_JO2c

<https://www.youtube.com/watch?v=cqaHaHYNo6o&list=PLV-VZhWy5HP2AtUvjGAJE0g5bzBnT9TSE>

<https://www.youtube.com/watch?v=oX05J4q3LSQ>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
You have created a final piece using limited skills, that has shown some connection to the theme.	You have created a piece that shows some understanding. You have shown basic connections to the selected artist's style.	You have created a satisfactory piece that shows pleasing technical skills and connections to the selected artist's style.	You have created a strong piece showing good technical skill and the connections to the selected artist's style.	You have created a skilful piece that shows a great understanding, use of media and connections to the selected artist's style.