# Art

## Year 8 - Unit 1 - Citadel project

| Year group : 8 | Subject: Citadel project |
|---|---|
| **Prior learning- linked to National curriculum** | Drawing skills in planning, proportion, scale, and designing a composition using secondary sources. Using their colour wheels and their knowledge and understanding of colour theory (harmonious and complementary colours) to inform their painted design. |
| **Rationale** | Throughout the project, students are learning how to use images of buildings and forts to design a painting, in the style of contemporary artists Matt Lyon and the historical figures Paul Klee and Mary Blair. Students will be applying their knowledge and understanding of the colour wheel to paint their design, learning how to handle watercolour paints, 'bleeding' the tones and blending colours as well as creating their own colour palette, informed by the style and colour schemes of the artists featured in the project. Students will learn about how historical artworks inform contemporary designers and how artists and designers use social media and self-promotion to sell their work and make a living. |
| **Vocabulary:** | **Keywords :**<br>Composition, light mapping, scale, proportion, construction, layering, tones, shading, highlights, lowlights, details, depth, perspective, brush control, bleeding of paint, translucent, opaque, contrast, complementary and harmonious (analogous) colours, primary, secondary and tertiary colours . |
| **Cultural Capital:** | Students will be learning about the impact of Paul Klee upon more contemporary artists and designers. They will also learn about the prominent citadels around the world and how these structures inform artists. |
| **SEND** | Include SENDSational 6 Introducing SENDsational 6 |
| **Key assessments- name the assessments** | Assessment 1: Creating a design of a citadel, informed by Matt Lyon, Mary Blair and Paul Klee.<br>Assessment 2: Painting the design, using knowledge and understanding of the colour wheel. |
| **What do children know/ can do now (EDSM)** | Emerging:<br>Students are able to create a design for a citadel using a basic range of secondary sources. They will have painted the design, demonstrating a limited awareness of colour theory. They will have demonstrated a |

| | |
|---|---|
| | limited control of the brush and handling of the paint. They will be able to apply some limited key terms to describe the work of the featured artists.<br><br><br><br><u>Developing:</u><br>Students are able to create a design for a citadel using a range of secondary sources. They will have painted the design, demonstrating some understanding of complementary colours and demonstrating a growing confidence in brush control and handling of paint. They will be able to apply some key terms to describe the work of the featured artists, beginning to develop their own personal response to their designs. They are able to begin to identify some strengths and areas for improvement.<br><br><u>Securing:</u><br>Students are able to create an effective design for a citadel using a wide range of secondary sources. They will have painted the design, demonstrating a good understanding of colour theory, using complementary and harmonious colours and demonstrating a high level of skill in brush control and handling of paint. The design features details which link to the style of the featured artists. They will confidently be able to apply key terms to describe the work of the featured artists, beginning to develop their own personal response to their designs. They are able to identify key strengths and areas for improvement as their design and painting develops, informed by the success criteria on the feedback forms.<br><br><u>Mastering:</u><br>Students are able to create a highly effective design for a citadel using a wide range of secondary sources. They will have painted the design, demonstrating a strong understanding of colour theory, using complementary and harmonious colours and demonstrating an exceptionally high level of skill in brush control and handling of paint. The design features fine details which strongly reflect the style of the featured artists. They will confidently be able to apply key terms to describe the work of the featured artists, developing their own personal response to their designs. They are confidently able to identify key strengths and areas for improvement as their design and painting develops, informed by the success criteria on the feedback forms. |