



## Year 8 Autumn Learning Journey

### Prior Learning

Student will have learned about the formal elements LINE, SHAPE, COLOUR, TONE, TEXTURE, SHAPE and PATTERN. They will have experimented with different materials to explore how to apply the different elements to create a realistic or abstract art piece.

### Scheme of Learning

### Year 8 Mythical Creatures Project

- **Objectives:**
- To use tone and mark making to create realism in drawing a dragon's eye.
- To develop the use of materials, techniques and processes in using pastels to create a dragon's eye.
- To understand the work of Artist, Art movements and illustrators who create mythical creatures including Brian Froud and John Tenniel.
- To deepen understanding of literacy in art through reading and responding to the Jabberwocky poem in a creative way.
- To develop an understanding of illustration and literacy in art through responding to the Jabberwocky poem







**KNOWLEDGE:** To develop the knowledge of relevant artists and use them as inspiration for dragon illustration.

**SKILLS:** realistic drawing, use of pastel and colour, developing and creating own ideas, understanding of Artist, illustrators and Art movements,

### Future Learning (including real – life)

Year 9	GCSE Art	CAREERS
Surrealism- Generating ideas inspired by artists.	Students produce a portfolio of practical work showing their personal response.	Artist, Illustrator, Graphic designer, Interior designer, Art teacher or Lecturer, Curator, Creative Director, Marketing and Advertising, Game Designer, Animator, Product Designer, Art Therapist, Medical Illustrator, Set Designer and many more...

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Lesson	Tasks	Literacy	Homework	✓
1	<b>INTRODUCTION TO PROJECT-</b> <b>DNA – preparation for sketch book</b> <b>Class discussion Brian Farud illustrator and fantasy.</b> <b>Task</b> <b>Tone bar Mark making</b> <b>Dragon brainstorm</b>	Mythical	Collect images of dragons	
2	<b>DNA- texture</b> Class discussion of books and films with dragons – links to industry. follow the stages to draw the dragon's eye	<b>Layering</b> <b>Tone</b> <b>Texture</b>	Hwk hand in	
3	<b>DNA- key terms and definitions</b> Continuation of drawing a dragon eye in detail <b>CLOSING THE GAP-</b> Refine project.	<b>Texture</b> <b>Job links to industry</b>	<b>FLIP LEARNING:</b> spelling and definition	
4	<b>DNA – questions linked to tone and shading.</b> <b>Respond to marking and time to work into dragon eye to make improvements.</b> <b>Challenge task = full dragon drawing</b> <b>GALLERY WALK-</b> Review of work.		Spelling test.	
5	<b>DNA links to literacy –Alice in wonderland</b> <b>FLIP LEARNING-</b> Class discussion Jabberwocky and Alice in wonderland Reading and understanding of the poem Jabberwocky Create a research page on Alice in wonderland and the Jabberwocky through collage and drawing and writing out key parts of the poem	Jabberwocky	Homework hand in.	
6	<b>DNA – jabberwocky poem/Alice</b> <b>Continuation of research page including drawings of Alice characters.</b> <b>Reading of some chapters of the book.</b>	Poetry and book link	<b>FLIP LEARNING:</b> read or watch Alice in wonderland,	
7	<b>OIL PASTEL techniques and begin jabberwocky coloured eye</b> <b>Eyes of flame</b>	blending	Dragon drawing in colour.	
8	Continuation of oil pastel dragon eye	Development.	Hwk hand in	