



### Big Question

AoLE: Expressive Arts	Subject: Art	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
<p>How do artists make a living?</p> <p>How do artists conceptualise their ideas?</p>	<p>During this unit learners will be introduced to London based contemporary artist and illustrator Tom Lewis. Learners will gain knowledge of his working process, and the conception of his ideas into final outcomes. Students will learn how commercial artists earn money and how social media plays its part in the creative industries.</p> <p>Learners will use Tom Lewis' style as inspiration but ultimately create their own pieces of mixed media artwork and use Literacy to help them develop characters for these outcomes. Tom Lewis was heavily influenced by Japanese culture which will also be looked at in this unit of work.</p> <p>There will be several opportunities to work in different media and use a wide variety of creative techniques and processes.</p>	<p>Students have worked with similar materials and media in previous projects.</p> <p>Learners have been introduced to other artists and we have discussed how much they sell their work for.</p>

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.</p> <p>I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p>	<p>To <b>construct</b> an effective personal response and <b>evaluate</b> your own work and that of others.</p> <p>All images/drawings and typography will be skilfully presented, demonstrating high levels of understanding and <b>investigation</b>. Appropriate media will be used and there will be evidence of <b>creative thinking</b> taking place through a personal response.</p> <p>Work is of a higher standard with excellent understanding of Tom Lewis's style and decorative techniques. The presentation is of a high quality and includes colouring techniques, gradients and mixing and blending to achieve the best outcomes.</p> <p>To write a <b>comprehensive</b> response making reference to how the character looks, what they wear and where they are/live/work and how this will be depicted in the piece of artwork.</p>
Advancing	<p>I can explore the effects that a range of creative techniques, materials, processes, resources, tools and technologies have on my own and others' creative work.</p> <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.</p>	<p>To be able to <b>interpret, express and demonstrate</b> your understanding of the artist's work through a creative process.</p> <p>To <b>implement</b> his techniques, style and creative process through your own character development.</p> <p>Work is of a very good standard with developed understanding of Tom Lewis's style and decorative techniques. The presentation is of a very good quality and includes colouring techniques, gradients, mixing and blending to achieve the best outcomes.</p>



<p>Securing</p>	<p>I can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.</p> <p>I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.</p> <p>I can identify and respond creatively to challenges with resilience and flexibility.</p>	<p>To be able to comment and evaluate your own work. To discuss the strengths, weaknesses and next steps. WWW - EBI.</p> <p>The work will <b>explore</b> a variety of techniques, including drawings as well as a mix of media. The visual and written information will overlap to create a successful and exciting composition. It will show an understanding of Tom Lew is's style and techniques, including his character development.</p> <p>There is evidence of a secure understanding of Tom Lew is's style. The characters are drawn well, the presentation is good and shows colour mixing and gradients.</p>
<p>Beginning</p>	<p>I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.</p> <p>I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.</p> <p>I can safely choose and use the correct creative tools and materials with some consideration for others.</p>	<p>To be able to identify, recognise, describe and recreate the key visual features of Tom Lew is's work.</p> <p>The page will be reasonably detailed with a range of images and text relating to aspects of the artist's work. It will <b>demonstrate</b> a good understanding of composition, a mix of media and at least one copied/printed character.</p> <p>Work includes some understanding of the artist's style and shows some resemblance to his characters. They are completed to a fair standard.</p> <p>To <b>describe</b> the character (sketched for your final outcome) using keywords and sentence structure.</p> <p>To be able to <b>identify and select</b> what makes a piece of art aesthetically pleasing.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learners will be given a scenario similar to how Tom Lew is works. They will be given similar tools, media and design briefs in which they are to produce a piece of work. They will be encouraged to work as a professional artist does in their studio and approach the work in the same way.</p>	<p><b>Literacy</b> - Learners will be asked to write an extended piece of creative writing based on their character featured in their artwork.</p> <p><b>Numeracy</b> - Learners will discuss how artists price their work for a sale.</p> <p><b>DCF</b> - Learners will recreate a Tom Lew is 'neon beast' using Photopea.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:</p> <p>Teacher circulating giving verbal feedback.</p> <p>Q&amp;A discussions on various characters/themes seen in Tom Lew is's work.</p> <p>Debates on how much artwork is priced at - discussion on Banksy's 'prank' at the auction house.</p> <p>Subject specific art vocabulary exploration</p> <p>Character analysis tasks</p> <p>Peer/self-assessment tasks</p>	<p>Summative assessment:</p> <p>Learners' progress is based on outcome.</p> <p>To be able to recognise, describe and recreate the key visual features of Tom Lew is' work. To demonstrate students' understanding of the work of the artist through creative making and to produce an effective personal response.</p>



Gallery walks Creative writing tasks WWW and EBI Teacher lead demonstrations and pupil feedback from this Higher order thinking questions posed to class as they work	
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Evaluation(to be completed 2024)

Strengths	Areas for Development	Pupil Voice