

Subject	Year	Term
Art and Design	8	3
Topic		
Adornment		
Content (Intent)		
<p><b>Prior Learning (Topic)</b></p> <p><b>Y8</b> Pattern and Print, Pitt Rivers. Pupils have knowledge and understanding of pattern and patterned artefacts from other cultures.</p> <p><b>Y7</b> Litter Bugs, Pitt Rivers. Pupils have some knowledge about building a 3D form.</p> <p>In this unit pupils investigate the theme of Adornment. Pupils have seen a range of art, craft, and artefacts from other cultures during their visit to Oxford Museums as well as in lessons. They will be building and expanding upon their experience of other cultures and looking at how contemporary artists and designers' reference these in their work.</p> <ul style="list-style-type: none"> <li>Pupils will continue to research and familiarise themselves with art craft and design from around the world.</li> <li>Pupils will experiment with the properties of paper and card and learn different manipulation techniques.</li> <li>Pupils will work to a design brief, utilising their research, knowledge, and skills to create a personal response to "Adornment".</li> <li>Pupils will produce work collaboratively.</li> </ul>		
<p><b>Future Learning (Topic)</b></p> <p><b>Y9</b> Baseline</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<ol style="list-style-type: none"> <li>Staff will teach pupils about Adornment. They will be shown historic, cultural, and contemporary examples and discuss common features, function, purpose, and use of materials.</li> <li>Pupils will be shown different paper manipulation and construction techniques and will then have time to develop their own experiments in paper and card.</li> <li>Pupils will be guided by staff to create a range of design ideas that shows strong links to research and experimentation. They will be encouraged to reflect on their work and make changes in response to verbal feedback and self/peer assessment.</li> </ol>	<p>Pupils will record knowledge and understanding through mind maps, mood boards and relevant research. Work will be judged on creative, well organised presentation including annotation that shows clear understanding of key themes and a good level of art vocabulary.</p> <p>Pupils will record their work in their sketchbooks in the form of samples, photography, notes, and sketches.</p> <p><b>THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK</b></p> <p>A range of ideas will be presented, links to research will be made and work will show how the idea has changed and developed based upon evaluation and feedback.</p> <p><b>THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK</b></p>	

4. Pupils will be guided in collaborative working. Necessary skills and roles will be discussed and identified.	THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK	
How can parents help at home?		
Parents/Guardians can help pupils by encouraging pupils to refer to and utilise the resources on the Art pages of the VLE. Many useful resources, including presentations used in lessons can be found here as well as examples of pupils work and other supporting materials including extension work, tutorials, and links to useful websites.		
Allow access to different art materials. This doesn't have to be messy or expensive. Encourage experimentation with common materials such as paper and card. How can it be manipulated, changed, or altered to look interesting? This develops creative thinking and problem-solving, sought-after skills!		
As this project involves collaboration parents/guardians can help by discussing their experiences of working with others to develop skills in pupils, this could include		
<div>I. Successful ways of managing and overcoming difficulties,</div> <div>II. Working to people's strengths</div> <div>III. Time management</div> <div>IV. How to offer support, praise, and encouragement to others</div> <div>V. How to give constructive feedback</div>		
Helpful further reading/discussion		
<div>Reading</div> <div>Reading/discussion</div> <div>Interviews, websites, and blogs relevant to the themes and artists/designers, craftspeople and cultures studied.</div> <div>Reference VLE</div> <div>Art VLE: Year 8: Adornment</div> <div><a href="https://baccarras.fireflycloud.net/art/year-8-art/adornment">https://baccarras.fireflycloud.net/art/year-8-art/adornment</a></div> <div>Reference Reading</div> <div>Recommendations Art VLE (Under Construction)</div> <div><a href="https://baccarras.fireflycloud.net/art/reading-recommendations">https://baccarras.fireflycloud.net/art/reading-recommendations</a></div>	<div>Vocabulary Lists</div> <div>Adornment</div> <div>Manipulation</div> <div>Maquette</div> <div>Ornament</div> <div>Accessory</div> <div>Status</div> <div>Contemporary</div> <div>Artefact</div> <div>Mood board</div> <div>Papercut</div> <div>Headdress</div> <div>Gauntlet</div> <div>Flange</div> <div>Score</div> <div>Camouflage</div> <div>Origami</div> <div>Millinery</div> <div>Upcycled</div> <div>Functionality</div> <div>Embellished</div> <div>Collaboration</div>	<div>Careers Links</div> <div><a href="https://baccarras.fireflycloud.net/art/art-careers">https://baccarras.fireflycloud.net/art/art-careers</a></div> <div>Costume Designer</div> <div>Jewellery Designer/Maker</div> <div>Fashion Designer</div> <div>Model Maker</div> <div>Milliner</div> <div>Sculptor</div> <div>Paper Artist</div>