

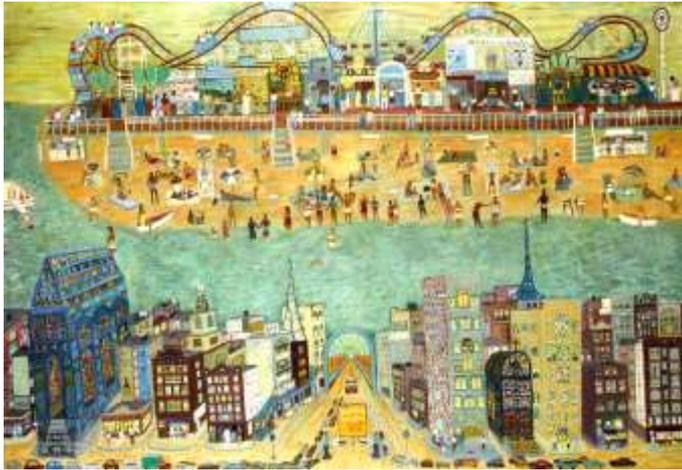


Year 8 ART
Subject FAIRGROUNDS AND PIERS, FUNFAIRS AND AMUSEMENT PARKS.
Learning Plan 2 – Autumn Term 2
Knowledge Focus <u>Architecture, Buildings & Environment with specific reference to fairgrounds and piers.</u>

<p>Autumn 2 Objectives</p> <p>In this half-term, it is the Art Department’s aim for all Year 8 pupils to be creative within the structure and the focus of a project which will help them achieve a body of work that links together (a ROWND task) which will necessitate pupils working on tasks, stage by stage that will come together at the end of the period of study in the making of a finished final piece. The theme is “Fairgrounds and Piers, Funfairs and Amusement Parks”.</p>
<p>Knowledge, understanding and skills to be developed</p> <p>Illustration, mark-making, pattern exploration, colouring, drawing techniques, exploration of materials and media, IT creativity, written annotation of work and pieces of extended writing will all be developed as part of this Learning Plan.</p> <p>Exploration of exemplar work made by artists and practitioners, (listed and illustrated on Resource Share/Teams for pupils to access), will underpin the creative work made by all pupils. All pupils will be expected to be able to talk about the work that they have made, thus encouraging skills of oracy.</p> <p>All pupils will be expected to annotate their work frequently, using good quality written English which incorporates subject specific vocabulary, thereby developing Literacy skills. Extended writing pieces are to be a part of this half-terms learning for Year 8 pupils</p> <p>IT work will also be completed as part of this Learning Plan.</p>
<p>Key Vocabulary to be learned</p> <p>For Key Vocabulary to be learned this Half Term see below in weekly task assignments.</p>

<p>Week 1 Activities (week beginning 2/11/20)</p> <p><u>Theme Picture Analysis</u> using images of fairgrounds and piers, funfairs and amusement parks, (<u>specifically the American artist David Levine</u>)</p> 		<p>Resources and where to access them: P/P on Resource Share.</p> <p><u>Objective Assessment</u> All pupils following the Fairgrounds and Piers in Year 8 Art will be expected, at the start of the topic, to make a piece of extended creative writing, using an exemplar painting as a starting point. Pupils will be expected to write in good quality English, using first person opinion and subject specific vocabulary and terminology.</p>
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(week beginning 9/11/20)



Week 1 Learning Objectives

After class discussion work based on access to exemplar paintings, pupils will be expected to write an extended piece interpreting one painting (or more) of their choosing from a selection of paintings by the American artist Richard Levine.

The pictures featured all depict either fairgrounds, boardwalks, seaside piers or amusement parks where architectural shapes provide the structure for each painting.



“I particularly love his images of the Thunderbolt roller coaster of Coney Island. There’s a monumental quality in the way Levine depicts the coaster, its skeletal framework towering above the boardwalk like the remnants of a long gone and enormous dinosaur. In (a series of paintings), he shows the coaster in varying states of decay before its demolition in 2000. I still remember vividly riding the fabled **Cyclone** at Coney Island with my Dad and feeling that same sense of awe that I feel in these pieces. I think that Levine understood that child’s sense of awe and I think that might be why he turned to Coney Island again and again as a subject.

There is a real sense of affection in this work which I think enhances its power, inspiring the same in the viewer.



Week 2 Activities:
(week beginning 9/11/20)

Theme Fairgrounds and piers, funfairs and amusement parks

Week 2 Learning Objectives

Using the Richard Levine exemplar paintings from the extended writing piece completed in the previous week, pupils will begin to make architectural drawings and sketches of buildings and forms typically found in the locations of the title of the topic: “Fairgrounds and piers, funfairs and amusement parks”.

At this stage, the drawings need to be simple sketches, rather than “finished” illustrations, and will provide the starting points for the work to follow.

ICT versions are also encouraged at this stage (as HWK tasks).



Resources and where to access them:
P/P on Resource Share.

Objective Assessment
As above.

Pupils will hopefully make a set of small scale sketches/drawings on the theme of “Fairgrounds and piers, funfairs and amusement parks”, in different line drawing materials.

All pupils’ work will be expected to show a good level of intricate and complicated pattern work and mark-making techniques.

(week beginning 16/11/20)

Week 3 Activities:
(week beginning 16/11/20)



Resources and where to access them:
P/P on Resource Share.

(week beginning 23/11/20)

<p><u>Theme Fairgrounds and piers, funfairs and amusement parks (continued).</u></p> <p><u>Week 3 Learning Objectives</u> Continued exploration of images created by pupils in Week 2. In Week 2 it was requested that the drawings needed to be “simple sketches”, rather than “finished” illustrations, which would provide the starting points for work to follow. This working methodology is good training for KS4, when marks can be gained by GCSE pupils when the “creative journey” is displayed, from small scale doodles and ideas being worked through to final finished compositions.</p>		<p><u>Objective Assessment</u></p> <p>Pupils will hopefully be able to work on their set of small scale sketches/drawings on the theme of “Fairgrounds and piers, funfairs and amusement parks”, from Week 2, and develop and enlarge them to more finished states in different line drawing materials. As above, all pupils’ work will be expected to show a good level of intricate and complicated pattern work and mark-making techniques.</p>	
<p>Week 4 Activities: (week beginning (23/11/20)</p> <p><u>Theme Fairgrounds and piers, funfairs and amusement parks (continued).</u></p> <p><u>Week 4 Learning Objectives</u> With 2 weeks’ worth of exploratory and developmental drawings behind them, pupils will begin to plan out a final “Coney Island/Asbury Park” illustration. Exemplar work from previous years will be circulated to give pupils an idea of the outcomes and standards hoped for in the compositions.</p>		<p>Resources and where to access them: P/P on Resource Share.</p> <p><u>Objective Assessment</u></p> <p>Pupils will now begin to work on their final composition on the theme of “Fairgrounds and piers, funfairs and amusement parks”, having developed and explored their work in the previous 2 weeks. It is now time to begin a larger finished, full colour final piece.</p>	<p>(week beginning (30/11/20)</p>
<p>Week 5 Activities: (week beginning (30/11/20)</p> <p><u>Theme Fairgrounds and piers, funfairs and amusement parks (continued).</u></p> <p><u>Week 5 Learning Objectives</u> As above.</p>		<p>Resources and where to access them: P/P on Resource Share.</p> <p><u>Objective Assessment</u> As above.</p>	<p>(week beginning (7/12/20)</p>
<p>Week 6 Activities (week beginning (7/14/20)</p> <p><u>Theme Extended writing piece: “A rubbish day out at the beach”.</u></p> <p><u>Week 6 Learning Objectives</u> <u>Pupils will be asked to compare and contrast the poems of John Masefield (“I must go down to the sea again”), and John Cooper Clarke (I mustn’t go down to the sea again”)</u></p>		<p>Resources and where to access them: P/P on Resource Share.</p> <p><u>Objective Assessment</u> All pupils will be expected to make a piece of extended creative writing, using the 2 featured poems as their starting point. The set title is, <u>“A rubbish day out at the beach”.</u> Pupils will be expected to write in good quality English, using first person opinion and subject specific vocabulary and terminology.</p>	<p>(week beginning (14/12/20)</p>

<p>Week 7 Activities: (week beginning (14/12/20)</p> <p><u>Theme Fairgrounds and piers, funfairs and amusement parks (continued).</u></p> <p><u>Week 7 Learning Objectives</u> As above: all work to be finished and brought to a close (both extended writing pieces and the final creative composition).</p>		<p>Resources and where to access them: P/P on Resource Share.</p> <p><u>Objective Assessment</u> As above weeks 1-6.</p>	<p>(week beginning (21/12/20)</p>
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Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<p>By GD and SH via:</p> <p>Whole Class Feedback WAGOLL/ Modelled example Task Success Criteria</p>	<p>Tasks to be made available on RESOURCE SHARE and TEAMS to accompany P/P</p>	<p>GOOGLE IMAGES pages for highlighted artists in P/P and LP</p>
<p>Skills Development</p>		
<p>Reading/Writing/Oracy Development</p>	<p>Numeracy Development</p>	<p>ICT Development</p>
<p>Tasks to be completed during lessons. Made available on RESOURCE SHARE and TEAMS to accompany P/P</p>	<p>Tasks to be made available on RESOURCE SHARE and TEAMS to accompany P/P</p>	<p>See TASK for WEEK 2</p>

