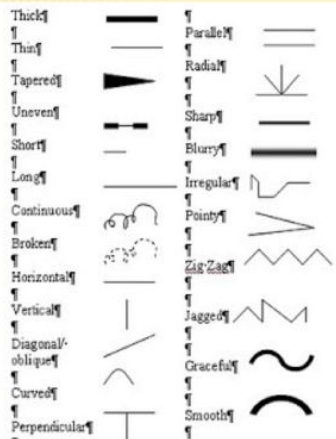


GETTING STARTED: Baseline Activity

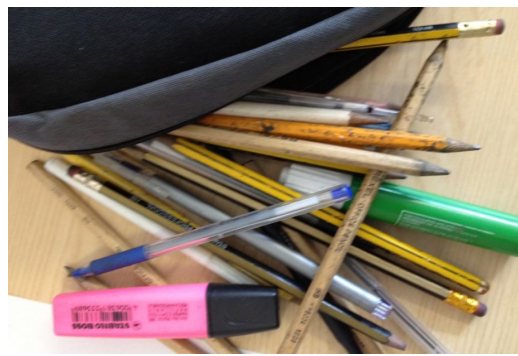
- We will do a **baseline activity** in each area you study. This is your starting point for the year.
- This will help assess where you are now and what you understand and can remember so that your teacher can assess what you need to learn in order to achieve your best.
- When you finish each project you can then see your learning journey from where you started and how much you have improved to the final outcome
- Your teachers will help and guide you by giving you feedback in class and by marking your work and giving you **written and/or verbal feedback**.
- You will learn how to identify what you have to do to improve by **responding to the feedback and 'green pen' your improvements**.
- You will produce home learning projects to extend your knowledge

Mark-making- in art refers to the various lines, dots, marks and textures created on a surface using different tools and techniques.

List of lines

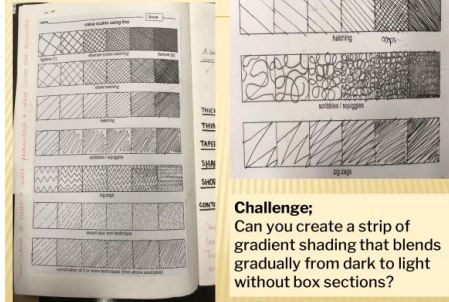


What is a line?- A line can be a continuous line, straight or curved, thick, thin, gradient, broken, unbroken. A line is the drawing of a moving point.



Recording from observations
recalling skills we learned in year 7.

Examples done by year 8 students



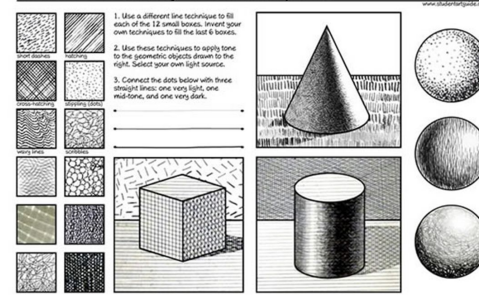
In the first half term we will learn about how to create mark-making using different types of line. We will apply this knowledge to shapes to make them look 3 dimensional. We will look at how other artists use line to create tone.

TASK:

- 1) Take your pencil case and place it in front of you. Open it up and let the contents carefully spill out onto the desk.
- 2) Draw exactly what you can see; consider the **shapes and composition**.

- Describe what a line is.
- Create a range of line.
- Create gradient line.
- Use a range of materials to create line

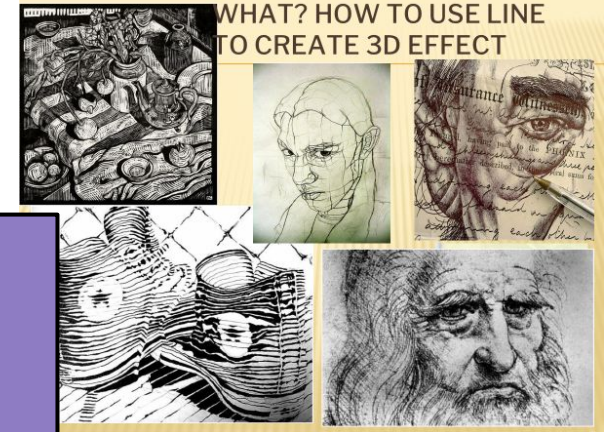
Line Drawing Techniques



Grade 1	Grade 2	Grade 3	Grade 4
I can create some mark-making with a range of materials. I can create two or more types of tone.	I can create a range of mark-making with a range of materials. I can create a range of tones with some skill.	I can create a range of mark-making with a range of materials with growing skill. I can create a range of gradient tones skilfully.	I can create a skilful range of effective mark-making with a range of materials. I can create a range of tones skilfully to create really effective gradient.
Student self assessment;	Teacher assessment;		
Grade; EIL;	Grade; EIL;		

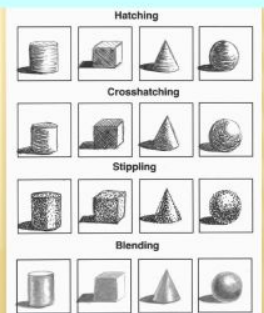
KNOWLEDGE ORGANISER Year 8 HT 1

WHAT? HOW TO USE LINE TO CREATE 3D EFFECT



TASK

Cross hatching. Use a biro/fineliner/ pencil to create a range of tone from dark to light (Gradient)



Self Assessment- Looking at our own work in a positive way and deciding what grade we are working at using the criteria provided.

