

YEAR 8 ART CURRICULUM PROGRESSION OVERVIEW

Curriculum intent based on national curriculum for Art & Design:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Within the three-year curriculum taught our students become increasingly sophisticated in their art learning.

The same 'themes' are used throughout KS3 with all year groups completing a range of similar tasks, however, the complexity of how this is delivered and the expectations of final work is increased through the year groups. Each time we revisit drawing the student accesses it in a more sophisticated way, and so the quality of work improves over time and the child's own pace. Each activity explores the same skill set, again and again and this is how excellence is achieved.

Students complete mini projects throughout the year. During each mini project, the students will explore the influence of other artists building their portfolio of art history and contextual knowledge and providing invaluable inspiration for the student. Students will study the artist's work using similar materials.

To further their skillset, each project will encourage the students to improve and widen their knowledge of materials and their application. They will also build new ideas through design work and exploration.

	Autumn Term	Spring Term	Summer Term	
Topic	Faces/Sugar Skulls	Dragons/Abstraction	Egyptian Jewellery/Rizzi	
Core Skills/ Threshold Concept	<ul style="list-style-type: none"> • Building on experience of using a sketchbook, exploring layout options, encouraging scaffolded independent choices. • Building on colour theory and watercolour experience, creating strong colour and ensuring good brush control. • Learning to look - Observational drawing, exploring and building on markmaking, expanding our range of marks and tone. Scaffolding reduced for most students, led on visualiser as appropriate. • Selecting appropriate techniques from our knowledge of Watercolour technique (wet on wet/wet on dry/using 	<ul style="list-style-type: none"> • Building on sketchbook use/layout, 4 up. Teacher prepared and demonstrated composition. • Building on experience of working on different surfaces, eg map as a new surface. (fabric) • Improving our fineliner/ballpoint pen technique – the power of line. Using thick and thin lines where appropriate. • Continuing to build confidence when drawing. • Generating ideas, how to add fine details/sophistication. Teacher led/visualiser to start. • Drawing with scissors, how to cut more complex shapes. Negative space/cutting inside shapes. 	<ul style="list-style-type: none"> • Understanding and building on colour theory. Awareness of visual impact of colour. • Increasingly sophisticated observational Drawing exploring and expanding our experience of materials and techniques, • Mark making: Introduction to a wider range of materials, selecting and experimenting to match properties to required outcomes. • Using an artist to inspire ideas, analysis of work. Links to own work. • Exploring media and matching properties to intent – teacher prompts. • Design work – introduction to merging ideas and using more 	<ul style="list-style-type: none"> • Increasingly confident understanding colour theory, primary secondary colours and their visual impact • Increasingly sophisticated observational Drawing using different materials that are appropriate to the subject matter. Starting to use knowledge of materials – matching their properties to the intended outcomes and required techniques/effects. • Illustration for different purposes. Book/film/career links. • Growing awareness of the different roles of illustration in children's literature

	<p>water/brush) and refining brush skills.</p> <ul style="list-style-type: none"> • Building on pencil crayon techniques blending/layering and broadening our tonal ranges. • Recall and prompts re: how to use an artist and how they can inspire us to improve our work – adding finer details, to push our design work higher. • Design work – ‘how we design’. Teacher input reduced. Individual outcomes from same starting point, more independence and challenge. • Learning to reflect on and evaluate work, with teacher comments to guide. • Observational Drawing Focus: Proportion/3D form/Tone. Recall: how this is important as a starting point to design and can help us add finer details.. • 	<ul style="list-style-type: none"> • Exploring colour theory in terms of pencil crayon, blending/shading primary/secondary colour building our range. How to use tone to show 3D form. • How can other artists inspire us? What do they use as inspiration? • Final outcomes: Independent design task with minimal demonstration to encourage personal thinking and problem solving. ‘Success criteria’ list provided. 	<p>than one research element. ‘Quick thumbnails’. Idea drawing.</p> <ul style="list-style-type: none"> • Development of scissor technique • Increasing confidence in simplification for design purposes 	<ul style="list-style-type: none"> • Increased understanding of character design using text as inspiration. • Character design using nature as inspiration. • Watercolour technique using pale tints and introduction to layering. • Collage – practicing and building on scissor skills, sophisticated shape and layering combinations encouraged.. • Problem solving – starting to build in independence and decision making to final outcome. • Design work introducing independent working – some student research and resourcing required, outcomes are student generated with decreasing support materials provided. • Drawing with scissors, how to cut more complex shapes. Negative space/cutting inside shapes. • Focus: sectioning, markmaking and proportion (illustration) • Problem solving in 3D, 2D - 3D thinking. • 3D sculpture – introduction to Relief
<p>Why this learning now?</p>	<p>In year 8 we teach this curriculum to ensure that all students have an introduction to the key art skills. Learning is sequenced so that year 7 are introduced to the key skill slowly to encourage deep learning and progression, in year 8 we expand and build on that with more exploration and complexity required. Guiding students through the year we will develop key skills and understanding of art by specifically focusing on mark making and drawing.</p>			
<p>Assessment Opportunities:</p>	<p>Every lesson has:</p> <ul style="list-style-type: none"> - Opportunities to recall previous learning - Self-assessment opportunities (set against ARE's) these are visible to the students and act as success criteria. - Formative assessment from teachers (set against ARE's) <p>Formative/verbal feedback is regularly provided via one to one and in groups, focusing on how to improve, make progress, small next steps and the final outcome. Summative feedback level provided in sketchbooks every half term, linked to Pathways with positive encouraging comments.</p> <p>Formal Assessment: Faces, Skulls, Dragons, Abstraction, Egyptian Jewellery, Rizzi, Pop Art, Illustration final piece produced in spells of exam conditions with teacher input to slowly build up skill.</p> <p>Self-assessment: Termly (via proforma in back of sketchbook) based predominantly on teacher feedback. Also, via success criteria e.g. Oldenberg sandwich.</p> <p>Peer assessment: To support development of insect work, based on success criteria to support creative conversations.</p>			

Learning at Home	<p>Homework to be brought in twice during the half term to be seen by teacher and signed off and written/verbal feedback given as appropriate All key stage 3 students will be issued with a long list of homework ideas plus possible homework's that relate to current topics studied in class. However, the main function of the homework is to encourage independent creativity at home. This can literally be anything from a unicorn drawing, to a home baked decorated cake, to a beautiful piece of gardening, to a fancy-dress outfit or a carved pumpkin (photos). Work should be brought in to show teacher at least twice every half term.</p> <p>Year 7, 8 and 9 Differentiation: Key stage 3 is a rolling 3-year programme designed to show a full and varied skills-based course. The best art teaching revisits the same skills again and again, most of them drawing based. Every time students start Art making they revisit the last time they did that activity. Art teachers reinvent opportunities to visit the same visual language skills explored in different topics. As students' progress through year 7, 8 and 9 the same skills are explained with increasing sophistication and complexity.</p>			
Key Vocabulary	Line Composition Inspiration Colour	Mark making Design Characters Composition	Mark making Pattern Exploring media Construction	Collage Texture Mixed media Illustration Relief
Spiritual, Moral, Social and Cultural concepts covered	<p>Art History/Critical/Contextual/Cultural knowledge – Cultural understanding. Understanding of different forms of Art fit into the Art world.</p> <p>Opportunities to explore Student's own ideas and beliefs about Art and to make decisions based on this.</p> <p>Reflect on their own work and the work of others in order to form opinions and offer support and advice.</p> <p>Develop confidence and independence in Art making.</p> <p>Explore thoughts and ideas and refine and develop these as work progresses.</p> <p>Formulate independent ideas and next steps.</p> <p>Observe, analyse and record from the world around us, both natural and man-made.</p>			
Links to careers and the world of work	<p>The arts sector is one of the largest industries in the world.</p> <p>Some examples of careers are – Animator, architect, fashion designer, fine artist, photographer, illustrator, tattoo artist, glass maker, visual merchandiser, ceramics designer/maker, art gallery curator, textile designer, costume designer/maker, web designer, museum curator and many more.</p>			