

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 2D and 3D building on skills of year 7.
- 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

Our students become increasingly sophisticated in their art learning as they build upon their skills from the previous year

Student will have a new project each term, focusing on 2D, 3D and/or printing skills) The work will accumulate in a final piece, each term. This is something that is a development from previous years. The changes are in line with what is expected at KS4. (Artist links, exploring different media, recording- drawing & annotation, planning and creating a final piece) They will have opportunities to apply the same skills but in different contexts throughout the year to encourage consistency and a high standard achieving excellence.

Each project will provide students will explore the influence of different cultural, contemporary and historical artists across the schemes of learning, 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. Students are encouraged to respond to art by looking, talking and writing like an artist. Student reflection and actively responding to feedback and reviewing learning through low stakes questions and quizzes is a great driver of this.

	Autumn Term		Spring Term		Summer Term	
	Maori Faces- Cultural- Printing		Doorways to another world- 3D project		Eco Poster- Illustration	
Core skills/Threshold concept	Observational drawing, basic markmaking. Scaffolded and visualiser led (proportion, Introduction to the formal elements shape tone, line, form). They are referred to throughout the project. (Self assessed task)	<p>Introduction to analysing artists work- fully scaffolded and SEMIE GCSE style annotation technique to support learners develop written reflection skills.</p> <ul style="list-style-type: none"> • Develop knowledge around Maori facial tattoos. Opportunity for discussion 'Should white women be allowed to have a facial Maori tattoo?' • 				

	<p>Creation stories in Maori culture.</p> <ul style="list-style-type: none"> Building on experience of using a sketchbook, exploring layout options, encouraging scaffolded independent choices. Building on drawing techniques- Students create their own Koru swirl line drawing, applying relevant pattern inspired by Maori pattern and nature. Building on 3D card relief and printing techniques- create a koru swirl repeat pattern as part of the border for a final a4 piece. Building on colour theory, taking inspiration from from New Zealand artist Raewyn Harris and nature. Create a collaged background reflecting the landscape and harmonious colours. Building on colour theory and pencil crayon techniques, taking inspiration from the 	<ul style="list-style-type: none"> Drawing maori tattoos- practicing symmetry in art work Monoprint of maori mask applying knowledge of Maori pattern in a different media in A4 as the beginning of a final piece. Students encouraged to do their best work and take pride in their final piece. Apply pencil crayon and harmonious colour scheme like Raewyn Harris to their monoprints. Assemble block prints and mask together as a final piece. Final evaluations using SEMIE technique 				
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	<p>mentioned artist- create their own Koru Swirl. Blending, scumbling, burnishing, harmonious colours.</p> <ul style="list-style-type: none"> Introduction to an Artist case study and building on presentation skills. Combine collage and pencil crayon work to create a visual response to the artist's work. 					
Key vocabulary	<p>Formal elements line pattern- (repeat, enlarge, contrast,)shape form tone texture Maori Koru swirl Block print Raewyn Harris Pencil crayon Blending Scumbling Burnishing Harmonious colours Collage</p>	<p>SEMIE annotation Monoprint Design Ink roller Assemble Composition</p>				
Why this learning now?	<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 revisiting key areas of art drawing, painting, printmaking, 3D making skills.</p>					
Assessment Opportunities:	<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: Raewyn Harris Case study, Maori final piece, Self-assessment: Termly using a pupil friendly success criteria stuck into sketchbooks- Observational drawing task</p>					

	Peer assessment: To support development of independence and reflective skills
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. The tasks will be linked to one of the following areas Drawing and recording, Artist links, Developing ideas & creativity.</p> <p>Year 7, 8 and 9 Differentiation: The best art teaching revisits the same skills again and again. 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 skills will be re taught in different contexts and built upon. Learning at home provides students the opportunity to develop skills independently.</p>
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. (Geography, Koru swirl- linking to symbolism, Maori Art and culture, Maui, creation stories, understanding Maori face tattoos, Opportunities for discussion- Is it ok for a white woman/man to have a Maori tattoo on her chin?- link to BBC article. Raewyn Harris- Female contemporary artist from NewZealand)</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>