

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		Architecture		Eco Poster- Illustration	
Core skills/Threshold concept	<p>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> <ul style="list-style-type: none"> • Literacy: Reciprocal reading- 'Maui' & mind map. Pupils develop cultural knowledge around 	<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?' • 	<ul style="list-style-type: none"> • Observational drawing, basic mark making. Scaffolded and visualiser led, quality examples shared (look at proportion and scale, building upon previous observational drawing looking at the formal elements shape tone, line, form). (Self-assessed task) • Literacy: Reciprocal reading- Gothic 	<ul style="list-style-type: none"> • Design and create a final piece- Pupils design a final castle with towers combining elements of Gothic and Islamic architecture, patterns, colours techniques inspired by Blair and Dunlavy. (Wax resist, pencil crayon, collage, felt tip pen, application of shape pattern and colour schemes) 		

	<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 <ul style="list-style-type: none"> Monoprint of maori mask applying knowledge of Maori pattern in a different media in A4 as the beginning of a final piece. <ul style="list-style-type: none"> Students encouraged to do their best work and take pride in their final piece. Students apply pencil crayon and harmonious colour scheme like Raewyn Harris to their monoprints. <ul style="list-style-type: none"> Students assemble block prints and mask together as a final piece. Developing key skills of presenting their workcarefully. Final evaluations using SEMIE technique 	<p>architecture. mind map. Pupils develop knowledge about what architecture and an architect is. They also develop knowledge about the key features of Gothic architecture and can see this through famous examples like the Notre Damme.</p> <ul style="list-style-type: none"> Building on drawing techniques pupils explore mapping out a basic architectural drawing of a Gothic door and apply a range of shade by altering pressure and layering tone. (Self-assessed) Pupils develop their knowledge of Historical artist Mary Blair and apply collage techniques to recreate their own castle, considering colour shape and pattern Pupils also develop their knowledge of Contemporary Artist Rob Dunlavey and apply wax resist and pencil crayon techniques to their own work 	<ul style="list-style-type: none"> To create an element of 3D to the project students are challenged to work in pairs considering how they could combine their pieces- one horizontal one vertical, cut out, scored and folded so it is free standing. (Opportunities to use craft knives for greater accuracy) Work to be displayed in class as a group piece (space allowing) <p>Final evaluations using SEMIE technique</p> <ul style="list-style-type: none"> Students that worked in pairs/ contributed to group piece will reflect on their contributions and input into paired work. 		
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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. 		<p>exploring harmonious and complimentary colours. (Colour Theory)</p> <ul style="list-style-type: none"> 			
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>	<p>Formal elements- pattern, shape, line, tone, colour. Gothic and Islamic architecture, geometric shapes, Mary Blair, Rob Dunlavey, wax resist, collage, pencil crayon, blending, scumbling, pressure, highlights,</p>	<p>Three dimensional, 2 Dimensional, Composition Formal elements- pattern, shape, line, tone, colour. Gothic and Islamic architecture, geometric shapes, Mary Blair, Rob Dunlavey, wax resist, collage, pencil crayon, blending, scumbling, pressure, highlights,</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, repetition also provides learners the opportunity to practice skills and refine 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>Lessons provide learners with the opportunity to:</p> <ul style="list-style-type: none"> recall previous learning <p>Self-assessment opportunities (set against ARE's) these are visible to the students and act as success criteria. Students encouraged to write like an artist through annotation and artist analysis Formative/verbal feedback is regularly provided via one to one and in groups as part of reflective starters, during the lesson or plenaries using the visualiser and relevant Qand A are used to encourage students to think like an Artist with a positively critical eye, focusing on how to improve, make progress, small next steps and the final outcome. Also, students are encouraged to talk like an artist take an active part in reviews to recall knowledge and review others work as part of a visualiser gallery review.</p> <ul style="list-style-type: none"> 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. (written format and verbally during reviews to help develop confidence to talk and write like an artist)</p> <p>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, Architecture final piece,</p> <p>Self-assessment: Termly using a pupil friendly success criteria stuck into sketchbooks- Observational drawing task</p> <p>Peer assessment: To support development of independence and reflective skills</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. 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>Styles of architecture time line/ culture- link to Islamic Architecture through homework task. Historical and Contemporary artists- making connections-Blair's influences on Disney and cultural and personal influences on her work. Link to Dunlavy.</p> <p>Opportunities for paired work when developing final piece- architecture. Effective communication about colour and size and techniques.</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>