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. They will look at past students work for inspiration and 'what makes a quality piece of work?'.

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	Observational drawing, basic mark making. Scaffolded and visualiser led (proportion, Introduction to the formal elements shape tone, line, form). They are referred to throughout the project. (Self-assessed task) • Literacy: Reciprocal reading- 'Maui' & mind map. Pupils develop cultural	Introduction to analysing artists work- fully scaffolded and GCSE style annotation technique to support learners develop written reflection skills. • Develop knowledge around Māori facial tattoos. Opportunity for discussion 'Should white women be allowed to have a facial Māori tattoo?'	• 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	• 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 Dunlavey. (Wax resist, pencil crayon, collage, felt tip pen, application of shape pattern	Introduction to the lesson- What is plastic pollution. Students create a mind map/ watch video. Observational study of a plastic bottle on a colour washed page in their book- presentation matters- task differentiated via resource. (revisit formal elements shape, tone, line, form) Self assessed task	Pupils develop knowledge about colour mixing tints, shades, creating a wash and tonal recession through practical experimentation using watercolour paint. Once improvements are made to final plan, students paint an enlarged A3 version. Demonstrated on the visualiser. Skills of paint mixing and application

	knowledge around Creation stories in Maori culture. • 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 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	• • 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. • • Students apply pencil crayon and harmonious colour scheme like Raewyn Harris to their monoprints. • Students assemble block prints and mask together as a final piece. Developing key skills of presenting their work carefully. • Final evaluations & teacher assessment	task & teacher assesed) • Literacy: Reciprocal reading- Gothic 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. • 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 colour schemes) • To create an element of 3D to considering how they could combine their pieces- one horizontal one vertical, cut out, scored and folded so it is free standing. Students could work in pairs. (Challenge: Opportunities to use craft knives for greater accuracy and also change the structure of their buildings) • Work to be displayed in class as a group piece (space allowing) Final evaluations • Students that worked in pairs/ contributed to group piece will reflect on their contributions and input into paired work or reflect on their own. • Final evaluation teacher assessment.	Reciprocal reading- Discuss local pollution issues and what we can do as individuals etc. Analyse contemporary graphic designers eco posters and apply knowledge about text and graphics to develop their bottle drawing to develop it into a poster. Visualiser - peer review of final mini poster. Oracy Students develop understanding about how to create depth in a landscape- foreground, mid ground and background through an A4 version of a final poster with guidance via visualiser and worked examples/previous students work. Opportunities to personalise and link to local environment and beach/wildlife interests WINS- Teacher gives feedback on final plan for students to act upon	are applied to final piece. (Colour wash from dark to light in background, blending out paint to create levels in the work, applying tints in the background and, shades and darker colours in the foreground) Extension: Pupils consider where they might add an eco-slogan to their work to improve their composition. Final evaluations Teacher assessment

	mentioned artist- create their own Koru Swirl. Blending, scumbling, burnishing, harmonious colours. • 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. WINS teacher assessment case study so far		and apply wax resist and pencil crayon techniques to their own work exploring harmonious and complimentary colours. (Colour Theory) • WINS teacher assessment- linked to work based on Mary Blair and Dunlavey			
Key vocabulary	Formal elements line pattern- (repeat, enlarge, contrast,) shape form tone texture Māori, Haida Art, Māori Koru swirl, Fern Block print Raewyn Harris Pencil crayon Blending Scumbling Burnishing Harmonious colours Collage	Annotation Monoprint Design Ink roller Assemble Composition	Formal elements- pattern, shape, line, tone, colour. Gothic and Islamic architecture, architecture, geometric shapes, |Mary Blair, Rob Dunlavey, wax resist, collage, pencil crayon, blending, scumbling, pressure, highlights,	Three dimensional, 2 Dimensional, Composition Formal elements- pattern, shape, line, tone, colour. Gothic and Islamic architecture, architecture, geometric shapes, |Mary Blair, Rob Dunlavey, wax resist, collage, pencil crayon, blending, scumbling, pressure, highlights,	Formal elements- line, shape, pattern, colour, tone, plastic pollution, colour wash, observational drawing, pressure, scumbling, blending, highlights, lettering, guidelines, transfer, composition, landscape, horizon, foreground, mid ground, background, design, space	Composition, tint, shade, gradual, tonal recession, colour theory, blending, watercolour paint, accurate, lettering, slogan, guidelines, watercolour paint, ink.
Why this learning now?	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.					
Assessment Opportunities:	Lessons provide learners with the opportunity to: - recall previous learning 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 Q and 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. - Formative assessment from teachers (set against ARE's) 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 outcome. (written format and verbally during reviews to help develop confidence to talk and write like an artist) Summative feedback level provided in sketchbooks every half term, linked to Pathways with positive encouraging comments. Formal Assessment: Raewyn Harris Case study, Māori final piece, Architecture final piece, Self-assessment: Termly using a pupil friendly success criteria stuck into sketchbooks- Observational drawing task Peer assessment: To support development of independence and reflective skills through written and verbal feedback- oracy.
Learning at Home	Homework to be brought in twice during each 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 & research, Developing ideas & creativity, literacy. Year 7, 8 and 9 Differentiation: The best art teaching revisits the same skills 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.
Spiritual, Moral, Social and Cultural concepts covered	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, Māori Art and culture, Maui, creation stories, Haida Art- form line style understanding Māori face tattoos, Opportunities for discussion- Is it ok for a white woman/man to have a Māori tattoo on her chin? - link to BBC article. Raewyn Harris- Female contemporary artist from New Zealand. Refer to Aboriginal art- links to 'indigenous' people. Architecture project- Styles of architecture timeline/ 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 Dunlavey. Eco poster- Cultural capital- link to local environmental issues- plastic pollution and the impact this has on the planet. Opportunities for paired work when developing final piece- architecture. Effective communication about colour and size and techniques. Opportunities to analyse a range of different contemporary eco posters. Opportunities to explore Student's own ideas and beliefs about Art and to make decisions based on this. Reflect on their own work and the work of others to form opinions and offer support and advice. Develop confidence and independence in Art making. Explore thoughts and ideas and refine and develop these as work progresses. Formulate independent ideas and next steps. Observe, analyse and record from the world around us, both natural and man-made.
Links to careers and the world of work	The arts sector is one of the largest industries in the world. 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.