

## Curriculum for Core Art – Year 8

**Intent:** Our vision for Art allows students to be creative and improve on their practical skills. Students get a better understanding of the work around them by looking at work in different cultures and through work of other artists. With improved technology and the increasing popularity of art based careers, students have a more vested interest in how both art and design can start their future.

**Implementation:** Students will be taught various topics for the entirety of the academic year. Students will be experimenting with different mediums in order to practice and implement new skills to their artwork. Students portfolios will be assessed termly, which will be focused around their knowledge, skills and technique and analysis

**Starting point:** Students will have looked closely at the main formal elements in art and design – line, tone, pattern, colour shape/ form, composition and texture. They will have looked at the definitions of these key terms and will have completed a series of tasks that focussed on them to ensure the knowledge was embedded. Students used a variety of media to complete these tasks and used various skills to do this. Students looked at artists from different eras to analyse how they used the formal elements in their own artwork.

Year 8	Topics/Units to be taught Each unit below is taught over a block. Students experience a rotation system through the projects.	Skills to be developed	Learning habits Students are able to work achieving these habits within this body of work	Assessment	Prepares the way for....	Wider Curriculum Links (other curriculum areas, industry, big characters, real life, trips, guest speakers)
<b>Perspective drawing</b>	<b>Intent:</b> Students will be looking at foreground, middle ground and background, and both one- and two-point perspective. They will look how artists use these techniques in their work (specifically Tim Burton and Dan Gartman). This unit links closely with maths and design technology due to the measurements and guidelines required during the application of drawings skills. Students will complete a final composition and will self-evaluate using success criteria.					
<b>Autumn term</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding of line and how to draw guidelines and basic props such as vanishing points</li> <li>Identifying how artists use perspective in their work</li> <li>Understanding how to compose art and create focal points</li> <li>Understand how to focus on tints and shades to create depth.</li> <li>Understand the importance of planning before you draw</li> <li>Understand the impact and influence of other artists on our own work 'Art is either plagiarism or revolution' Paul Gougin</li> </ul> <p><b>Lesson breakdown: 2-3 hours each</b></p> <ul style="list-style-type: none"> <li>Drawing using perspective, will mostly focus on line and composition from the formal elements studied last year.</li> <li><b>Background, middle ground and foreground</b> – Students will look at how artists achieve background, middle ground and foreground.</li> <li><b>One and two-point perspective</b> – Students learn how to create both one-point and two-point perspective in their work using vanishing points and guidelines. They look at how these techniques are applied in a variety of paintings. Students will create an image using one and two point perspective to demonstrate their understanding.</li> <li><b>landscapes using 1/2PP and relating to the work of Dan Gartman or Tim Burton, students</b> will create some design ideas in preparation for a final piece.</li> </ul>	<ul style="list-style-type: none"> <li>Mixing and applying tints, tones and shades in paint</li> <li>Responding to different artists by using their techniques</li> <li>Using size and proportion to create perspective</li> <li>Using one and two-point perspective skills to create images</li> <li>Applying perspective techniques to create outcomes.</li> </ul>	<p><b>Creativity</b> – trying out new skills with different tools and media. Creative planning to solve problems e.g., how to enlarge work accurately, how to plan for a well-designed composition.</p> <p><b>Resilience</b> – becoming risk-takers and trying out new things without the fear of failure. Understanding that most people make mistakes in art several times before getting it right.</p> <p><b>Collaboration</b> – participate actively in group discussions, develop active listening skills and working together to discuss the work of other artists – including their peers</p>	<p>This unit has the following formal assessment areas. These are assessed through the student's <b>personal portfolio</b>. Students will be assessed termly.</p> <ul style="list-style-type: none"> <li>➤ <b>Knowledge (A01)</b> – Develop ideas through investigations</li> <li>➤ <b>Skills and technique (A02)</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>➤ <b>Analysis (A03)</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> </ul>	<p>Tasks are designed to encourage students to build on their existing skills and knowledge over the course of several projects, each a different length. They achieve this by completing workshops and self-appraisal.</p>	<ul style="list-style-type: none"> <li>Design Technology – one and two-point perspective</li> <li>Maths - scaled drawings</li> </ul>
<b>Under the sea</b>	<b>Intent:</b> Students will be looking at the expressive work of Jason Scarpace. Students will analyse and respond to Scarpace's work, using variety of mark making techniques. This unit builds on understanding of the formal elements of art, linking to colour and pattern in year 7. Students will also start to analyse artwork in more depth, using the formal elements as a starting point.					
<b>Spring term</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding how to use formal elements learned in year 7 to analyse artwork in more depth.</li> </ul>	<ul style="list-style-type: none"> <li>Developing analytical skills using formal elements.</li> <li>Creating patterns inspired by natural forms.</li> <li>Considering a range of</li> </ul>	<p><b>Creativity</b> – trying out new skills with different tools and media. Creative planning to solve problems e.g., how to enlarge work accurately, how to plan for a well-designed composition.</p>	<p>This unit has the following formal assessment areas. These are assessed through the student's <b>personal portfolio</b>. Students will be assessed termly.</p>	<p>Tasks are designed to encourage students to build on their existing skills and knowledge over the course of several projects, each a different length. They achieve this by</p>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <li>Understanding that a range of 'non-traditions' tools can be used to make artwork.</li> <li>Understanding how to make expressive work which doesn't focus on realism.</li> </ul> <p><b>Lesson breakdown</b></p> <ul style="list-style-type: none"> <li><b>Analysis:</b> Analysing Scarpace's work using a sheet of questions, and presenting the analysis decoratively in a Scarpace style fish.</li> <li><b>Pattern:</b> Looking at Scarpace's use of pattern and developing our own patterns in response to sea shells. Using these patterns to create decorative images of fish.</li> <li><b>Mark making:</b> Learning about different mark making techniques and applying these to a cool 'ocean' background. Using similar techniques in the foreground with warm colours, using a stencil to create an image of a fish.</li> </ul>	<ul style="list-style-type: none"> <li>mark making techniques and experimenting with them in work.</li> <li>Use of a stencil to control mark making into a shape.</li> </ul>	<p><b>Resilience</b> – becoming risk-takers and trying out new things without the fear of failure. Understanding that most people make mistakes in art several times before getting it right.</p>	<ul style="list-style-type: none"> <li>➤ <b>Knowledge (A01)</b> – Develop ideas through investigations</li> <li>➤ <b>Skills and technique (A02)</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>➤ <b>Analysis (A03)</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> </ul>	<p>completing workshops and self-appraisal.</p>	
<p><b>Summer term</b></p>	<p>Hundertwasser – architecture</p>					
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know how Hundertwasser uses buildings to represent a 'third skin'</li> <li>To know how formal elements can be used to analyse artist's work and use that understanding in student's own work.</li> </ul> <p><b>Lesson breakdown</b></p> <ul style="list-style-type: none"> <li><b>Analysis and introduction:</b> Students use the formal elements to analyse Hundertwasser's work. Students start to use a range of mark making techniques on paper which will be used to create 'lollipop trees' in the style of Hundertwasser. (2 lessons)</li> <li><b>Architecture:</b> Considering how to create a building design which represents our 'third skin'. Considering different types of shapes before creating a low relief painted 3d design. (2 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>Developing analytical skills using formal elements.</li> <li>Ability to articulate how designs represent us.</li> <li>Creativity- using shapes to break up and reinvent a building silhouette.</li> <li>Continued development of brush control.</li> </ul>	<p><b>Creativity</b> – trying out new skills with different tools and media. Creative planning to solve problems e.g., how to enlarge work accurately, how to plan for a well-designed composition.</p> <p><b>Resilience</b> – becoming risk-takers and trying out new things without the fear of failure. Understanding that most people make mistakes in art several times before getting it right.</p> <p><b>Collaboration</b> – participate actively in group discussions, develop active listening skills and working together to discuss the work of other artists – including their peers</p>	<p>This unit has the following formal assessment areas. These are assessed through the student's <b>personal portfolio</b>. Students will be assessed termly.</p> <ul style="list-style-type: none"> <li>➤ <b>Knowledge (A01)</b> – Develop ideas through investigations</li> <li>➤ <b>Skills and technique (A02)</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>➤ <b>Analysis (A03)</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> </ul>		<ul style="list-style-type: none"> <li>Design and technology-planning, cutting, and constructing models in 3D.</li> </ul>