



Curriculum Overview

Curriculum Area: Art Year: 8

Year 8 Curriculum:

Autumn Term (A) – Drawing in chalk pastel:

Pupils will develop a mind map to record their thoughts. They will produce a cave painting style homework. And explore chalk pastel techniques and oil pastel mono-printing whilst producing a poster to highlight the plight of an endangered animal.

Autumn Term (B) – Drawing in pencil crayon:

Through a series of activities pupils will be able to explain how a range of contemporary wildlife artist have used the Formal Elements and Principles of Design. They will produce a pencil crayon drawing which uses a method of measuring to aid accuracy and sketch in an appropriate colour for the chosen animal. They will use tone to imply form and mark-making to imply visual texture. Blending and mixing colours to match their chosen animal and noticing detail.

Spring Term (A)- Ceramic Animal Sculpture

During this topic, pupils will identify how several ceramicists use the Formal Elements and Principles of Design to enhance their animal sculptures. They will have a specific focus in using a particular form, texture and colour as well as using pinch pots to create the main form of character. They will revisit the ceramic hand-building techniques they will explore painting techniques which include dry brushing, sponging as well as using paint for detail and textures.

Summer Term (B) – Designing a character

During this topic pupils will investigate how an illustrator creates characters for children's book using the correct terminology. They will develop their own character through considering how facial expressions impact upon their design. They will explain how a range of artists use the Formal Elements and Principles of Design to create their work using shape, colour and texture.

Summer Term (A) – Aboriginal art style repeating prints

During this topic, pupils will investigate the style and cultural context of aboriginal art and then will be able to explain the printing process. They will also consider why artists choose to create printing blocks instead of a drawing or painting. This will be based upon discussion about Durer and Catlett's work.

Powerful Knowledge opportunities

Using own well-informed opinions and be able to justify them.

Developing control through practice when learning any new technique; practical or otherwise.

Problem solving. Being willing to experiment, to get things wrong and learn from the mistakes. Review and refine work.

Recording their own thoughts and observations.

Being resilient to develop their skills. Making suitable choices for themselves.

Showing perseverance to work on an extended piece of work.

Being capable of using their time efficiently. Having the ability to judge their own work rationally.

Considering the presentation of their work.

Being aware that there are other opinions than their own and other ways of working and that there are many ways to be creative.

Appreciating and understanding that different cultures, artists, architects, designers work from different periods of history and from different perspectives.

Be capable of showing someone else information in a visual format.

To use colour in an informed way that is fit for purpose.

Using creative, critical and technical language enabling them to interact with others in any setting to clearly express their personal understanding, intentions and ideas.

Links to National Curriculum

Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects, and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- 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, in order 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.

Knowledge and understanding of this curriculum will be assessed by:

Creating a chalk pastel drawing using mark-making, colour and tone.

Producing a pencil crayon drawing using a measuring method and colour, texture and tone.

Building a sculpture of an animal.

Designing and creating an illustration of an animal character.

Designing and creating a print.

Cultural Capital Opportunities

Understanding what the Formal Elements and Principles of Design are; to recognise their use in pieces of Art and to consider how these can make their own work more effective, when working in 2D or 3D.

Seeing the preparatory drawings by Sir Edwin Henry Landseer for the Lion sculptures in Trafalgar square.

Understanding that some animals are endangered.

Using photography to record a scene.

Understanding how illustrators can have the same theme but very different outcomes to their work and how they gain commissions and produce Art for a living.

Experiencing working in clay; including having their work produced fired.

Seeing the work of different artists who use printing.