

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Art	Subject Leader: Miss Claire Parry	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<p>Cultural pattern, printmaking, and design.</p> <p>Students are given the opportunity to explore and investigate in detail one of the cultures below to inform their designs, 3D outcomes and print making workshops.</p> <ul style="list-style-type: none"> • Native American • Aboriginal • Egyptian • Indian 	<p>Develop students understanding of the elements found within cultural patterns.</p> <p>Students will learn about Aboriginal, Indian, Native American and Egyptian Art and understand how art can communicate/tell a story through the use of symbols, shape and pattern.</p> <p>Students will learn how to recognise cultural art forms using their previous knowledge of the 7 Elements of Art.</p> <p>Students will produce a series of designs using range of materials, techniques and processes influenced by characteristics of their chosen culture.</p> <p>Students will refine drawing skills by applying previous knowledge from yr7 (focusing on colour mixing, achieving value and form within intricate designs, accuracy of perspective)</p> <p>Develop students awareness of 'composition' and how this applies to an art context</p> <p>Develop students awareness of cultural diversity.</p> <p>Develop students understanding of cultural patterns to inform 3 printing workshops.</p> <p>Students will learn skills and techniques particular to printing ink.</p>	<p>Pattern</p> <p>Regular</p> <p>Irregular</p> <p>Natural</p> <p>Man-made</p> <p>Repetition</p> <p>Repeated</p> <p>Symmetrical</p> <p>Tessellate</p> <p>Broken</p> <p>Linear</p> <p>Radial</p> <p>Shape</p> <p>Sequence</p> <p>Isolated</p> <p>Elaborate</p> <p>Explosive</p> <p>Impression</p> <p>Variety</p> <p>Relief</p> <p>Engrave</p> <p>Dry point</p>	<p>Baseline Assessment (To be completed at the start of each year)</p> <p>Task: Develop an observational drawing of a bug/insect</p> <p>Assessment: A high level of accuracy is shown and outlines are light</p> <p>5+ variations of tone have been demonstrated to explore shadow and depth</p> <p>Shadows have been added to show the direction of the light source</p> <p>A range of line and marks have been explored to create a considered and accurate drawing to represent texture of the object</p>

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<p>Historical and cultural development of African Art</p> <p>Cubism composition</p> <p>Ceramics</p>	<p>Develop students understanding of African Culture, Art and Cubism.</p> <p>Students will learn how to look at, analyse, interpret and respond to works of art, craft & design to inform their own African mask design.</p> <p>Students will be encouraged to take risks and explore new techniques.</p> <p>Students will explore the materials and processes involved with ceramics using abstract forms and contextual studies to create their own three-dimensional piece.</p> <p>Students will learn how to identify links between different historical periods in art using their understanding of the formal elements.</p> <p>Students will learn to simplify and deconstruct detailed imagery to expressive line.</p> <p>Students will understand Health and Safety requirements when working with clay</p> <p>Students will be able to use basic tool techniques when working with clay</p> <p>Students will learn the importance of visual communication in another culture in order to broaden their understanding of international cultures.</p> <p>Students will know how to complete an in-depth study on the chosen themes and learn how the artists/movements fit into a historical context.</p> <p>Students will learn how to develop a transition of colour using acrylic paint to imply areas of space and depth within their ceramics outcome.</p>	<p>Lino print</p> <p>Collograph</p> <p>Negative</p> <p>Cubism</p> <p>Brayer</p> <p>Muted</p> <p>Mould</p> <p>Glaze</p> <p>Culture</p> <p>Symbolic</p> <p>Synthetic</p> <p>Variations</p> <p>Religious</p> <p>Functionalism</p> <p>Analytical</p> <p>Realism</p> <p>Balance</p> <p>Decorative</p> <p>Intricate</p> <p>Cubism</p> <p>Abstraction</p>	<p>Task 1: Produce a design that clearly records an understanding of African Culture and a link to the Cubist art period.</p> <p>Task 2: Create an accurate ceramics piece clearly demonstrating a link to Cubism.</p> <p>The Art Department has devised their own level of descriptions to gauge levels of learning based on the National Curriculum. Students will receive feedback on their homework, classwork and investigations into Artists. Throughout the curriculum, students work will be assessed using a 'bookmark' designed by the art department. There are 4 variations specific to the assessment.</p> <ul style="list-style-type: none"> • Artist Research • History of Art • Technique practice • End of topic 	

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Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 8	SUMMER TERM
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<p>Independent Project</p> <p>Students in Year 8 will investigate a famous work of Art to create a body of work that reconstructs the elements of the original piece with elements found within a different period of Art.</p>	<p>Develop student's awareness of assessment objectives.</p> <p>Students will understand how to explore ideas effectively and creatively through independent investigations.</p> <p>Students will explore a given theme 'reconstruction'.</p> <p>Develop students understanding of visual references and how to inform their own ideas.</p> <p>Students will develop an ability to skilfully record ideas and observations. Visual and written communication is accurate.</p> <p>Students will develop an ability to present a personal, creative, and informed final piece.</p>	<p>Assessment objectives</p> <p>A01</p> <p>A02</p> <p>A03</p> <p>A04</p> <p>Critical studies</p> <p>Visual references</p> <p>Exploration</p> <p>Analyse</p> <p>Composition</p>	<p>Task:</p> <p>Produce an outcome that shows the influence of the prep work and is a personal response to the question.</p> <p>Assessment:</p> <p>The outcome must use critical studies and or other visual stimulus as an influence. The final piece should realise the intentions of the prep work.</p> <p>Students will sit a 1 hour assessment.</p>	

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How parents can support learning in the subject this academic year

All students are provided with sketchbooks for class use and specialist materials during workshops imbedded within the curriculum.

Parents can remind students to regularly review their own learning, especially in the run up to end of half termly assessments. Encourage students to practice any techniques and new methods taught during the school day, practice makes perfect!

Ensure students have a quiet space for working and materials where possible to support their home learning tasks.

Parents can encourage students with their learning in Art lessons by engaging students in conversations on the tasks and skills they have used within class. Students who revisit these skills outside of class and explain them to others will embed their learning more swiftly than those who only visit the content in their art lesson.

Students benefit from access to basic art equipment at home including pencils, sharpener, rubber, colour crayons, drawing paper and basic paints and brushes. When students are introduced to Artists and cultures as part of their learning journey it can be helpful if parents share and show an interest in their work – perhaps making time to investigate them or pull up examples of their work from the internet.

Students are able to access the art rooms during lunch time to visit their teacher for help, ask questions or work on their homework tasks.

All students in KS3 are encouraged to attend extracurricular activities throughout the year such as Photography club, Art club and Masters Art class, this will help foster their place in our creative community and encourage positive relations and interactions with learners of all levels and year groups.

Recommended Reading

When students are introduced to various artist finding out a little more about them from a range of sources can support and extend their learning in class. Encourage students to look them up in books or using the internet.

Points to note

Formative Assessment:

Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen. Starter activities have been designed specifically for students to review a technique learnt in their previous lesson or a series of tasks specific to the historical link or artist covered in the lesson.

The Art department will constantly assess students, (for example using questioning, demonstrations etc) and provide immediate verbal feedback during the lesson.

At the end of each lesson there is a short plenary to review learning.

At the end of a topic, students review their own work in green pen.

Summative Assessment:

At the end of each half-term students will complete a summative assessment that covers all areas learnt in the term. This will be a combination of written and drawing tasks.

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Homework: Students will be set homework designed to enhance their understanding of the historical, cultural links and artist introduced in the lessons. They will be given 2 weeks to complete an investigative homework page and 1 week for technique practice tasks.

Due to students having a range of experiences during their primary education the Year 7 and 8 scheme of work is designed to enable all students to experience visual arts together. This may involve revisiting and refining skills they have already covered in their education to date. This allows all students to feel comfortable in developing their skills and others to practise and refine them.

We want every student to feel that they are an Artist and reassure them that they are not 'no good at Art'. Like all skill based subjects practise and training will enable them to become more confident and we would like this message to be supported and promoted at home.