

## 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
Cultural collage and pattern	<p><b>End point: Students will create a collage and 6 designs, each of which demonstrates the pattern and colour scheme of a culture.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn how line, shape and space create a pattern</li> <li>• Learn how to bring together repetition and rhythm using shape</li> <li>• Study the pattern found within diverse cultures (Native American, Aboriginal, Egyptian, and Indian)</li> <li>• Learn the difference between symbols, pictures and illustrations</li> <li>• Learn how to identify pattern in 4 diverse cultures</li> <li>• Learn the vocabulary to describe pattern e.g., symmetrical, sequence, intricate, composition.</li> <li>• Learn the skills and language needed to analyse and evaluate their own work, and that of others</li> <li>• Use their understanding an analogous colour scheme to select 3 hues (colours) specific to the culture they have chosen</li> <li>• Create a collage using shapes found within a culture</li> <li>• Learn how to create space within a collage using scale to manipulate the perspective of the page</li> <li>• Learn to accurately create guidelines using a ruler and HB pencil to develop a font</li> <li>• Produce 6 designs which use shape, symmetry, colour, and pattern found within a culture</li> <li>• Learn how to create depth within a drawing using different pressures of coloured pencil</li> </ul>		Pattern Regular Irregular Natural Man-made Repetition Repeated Symmetrical Tessellate Broken Linear Radial Shape Sequence Isolated Elaborate Explosive Impression Variety Relief Engrave Dry point	<p>A baseline assessment is completed at the start of each year through a practical task</p> <p>Summative assessment at the end of the autumn term to assess understanding of key learning points. End of term test will check students' understanding and technical skill.</p>

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<b>Printing methods</b>	<p><b>End point: Students will create 3 printed patterns, using the correct printing material, process, and technique to achieve a positive and negative line.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn how to create a concertina booklet using card</li> <li>• Learn how to control the media of pencils to blend more than one colour within another</li> <li>• Study the techniques used to create 3 printing methods (poly print, lino print and mono printing)</li> <li>• Learn how to accurately carve into a (polystyrene) printing block using a pencil and a rule to transfer their culture design</li> <li>• Study the printing method used by Pablo Picasso</li> <li>• Write analytically about a piece of art, discussing the style, technique and process used to create the print</li> <li>• Learn the steps used to create 6 poly prints</li> <li>• Produce 4 pattern prints using the mono printing method</li> <li>• Learn how to prepare the (laminated A3 sheet) washable flat surface for a print, using the correct materials</li> <li>• Know what materials and equipment is used to create a mono print e.g., water soluble printing ink, palette knife, roller, brayer</li> <li>• Learn how to incorporate elements of painting and drawing</li> <li>• Learn how different pressures will create a different mark within mono printing</li> <li>• Study the work of Eva Isakson</li> <li>• Learn how to create a negative or positive line within a print</li> <li>• Learn how to safely hold a lino cutter</li> <li>• Know how to safely replace a lino cutter</li> <li>• Learn how to carve a design safely and accurately into linoleum</li> </ul>		
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	<ul style="list-style-type: none"><li>Produce 10 lino prints using the correct materials</li><li>Learn how create an effective transition of colour using printing ink e.g., red, and blue to create a transition of 3 colours</li><li>Learn the skills and language needed to analyse and evaluate their own work</li></ul>			
Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 8	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Historical and cultural development of African Art	<p>End point: Students will hand craft a three-dimensional African mask using the correct materials, processes and technique using their own design.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>Learn the skills and language needed to analyse the key features of African art</li><li>Students will learn how to look at, analyse and respond to works of art, craft &amp; design to inform their own African mask design</li><li>Study the Art of traditional African Culture, particularly focussing on African masks and use of regular patterns</li><li>Learn how to create a gradient of colour using watercolour</li><li>Learn how to use gum tape to develop texture within a drawing</li><li>Use guidelines to develop a bold title</li><li>Learn how shade is used to highlight areas of depth within a portrait</li><li>Produce a drawing of an African masks using pencil at different pressures</li><li>Learn to draw facial proportions accurately</li><li>Learn to draw accurate facial features using shapes</li></ul>		Lino print Collagraph Negative Cubism Brayer Muted Mould Glaze Culture Symbolic Synthetic Variations Religious Functionalism Analytical Realism	<p>Assessment:</p> <p>Produce a design that clearly records an understanding of African Culture and a link to the Cubist art period.</p> <p>Assessment:</p> <p>Assessment of the student’s ability to design and make a three dimensional mask using clay, students' ability to control clay and their link to the artist and period of art history.</p>

Ceramics	<ul style="list-style-type: none"> <li>• Learn the meaning of value and form, and how these elements shape three-dimensional features within a portrait</li> <li>• Study the work of Pablo Picasso, specifically his Cubist period</li> <li>• Learn how African Art played a vital role in the development of Picasso's cubist period</li> <li>• Learn how to identify links between different historical periods in art using their understanding of the formal elements</li> <li>• Study the 4 features of African masks to inform 2 of their own African mask designs</li> <li>• Learn how to safely use a craft knife to accurately cut card</li> <li>• Learn how to use a safety matt and ruler</li> <li>• Learn how to mix water and PVA glue to correctly make papier mâché solution</li> <li>• Learn how to apply papier mâché to card using tissue paper and a spatula</li> <li>• Learn how to mix acrylic paint to achieve rich brown-orange tones</li> <li>• Learn to use a dry brush technique to add shadow to the three-dimensional card features</li> </ul>	Balance Decorative Intricate	
	<p><b>End point: Students will design and build a Cubist portrait based on their understanding of structures and mechanisms using clay</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn the skills and language needed to analyse the key features of art created during the Cubism period</li> <li>• Produce a drawing of their three-dimensional African mask</li> <li>• Learn how to accurately use line to create a Cubist composition (layout)</li> </ul>	Cubism Abstraction Clay Wire Ware boards Rolling pins Modelling tools	

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	<ul style="list-style-type: none"> <li>• Produce a cubist drawing using their 3D African mask as a subject</li> <li>• Learn how to simplify and deconstruct detailed imagery to expressive line</li> <li>• Study the work of artist, Kimmy Cantrell</li> <li>• Produce a design using elements of art within Kimmy Cantrell's work</li> <li>• Learn how to correctly use clay and the process involved with ceramics to create a 'how to guide' using subject language</li> <li>• Learn the vocabulary to describe the skills and technique used when working with clay e.g., drying stages (plastic, leather hard, done dry), building techniques (pinch pot, coil, slab, relief), greenware, bisque, kiln, firing, scoring, clay slip, glaze.</li> <li>• Learn the Health and Safety requirements when working with clay</li> <li>• Learn how to use basic tool techniques with clay to create a mark</li> <li>• Learn how to accurately create 3D shapes through rolling, cutting, and making 3D shapes</li> <li>• Learn how to use the correct method (clay clip) to attached 2 individual clay shapes together</li> <li>• Learn how to add texture to clay using the correct technique</li> <li>• Students will learn how to develop a transition of colour using acrylic paint to imply areas of space and depth within their ceramic's outcome.</li> <li>• Use knowledge of colour and clay to paint the ceramics piece (link to the artist Kimmy Cantrell)</li> </ul>	Slip Glaze	
<b>How parents can support learning in the subject this academic year</b>			
<ul style="list-style-type: none"> <li>• All students are provided with sketchbooks for class use and specialist materials during workshops imbedded within the curriculum.</li> <li>• 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!</li> </ul>			

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- 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 – being available to investigate them or pull up examples of their work from the internet.
- Students can 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 master's 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.

Useful websites:

- The Tate
- The National Gallery
- The Vincent Van Gogh Museum
- ArtUK.org
- Google Arts & Culture
- The Craft Atlas

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### 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.

**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 schemes 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.