

Subject:
Year Overview



Key content – knowledge and skills

Over the course of Year 8, students will have an overarching subject title which their work will be themed around. Students will work with a range of different medias and disciplines within the subject to experience potential avenues they could pursue if selected for GCSE. The projects have been designed to not only build upon skills from year 7, but continue to inspire young artists and understand the process of how the GCSE/A level course will run. Opportunities for Art History, culture and contemporary art are built into each scheme considering and questioning why the art was originally made or what it means. Potential career avenues will be explored through different techniques and skills. Year 8 will experience Art three times over the course of the year, each specialising in different areas of the subject, the projects will highlight the different ranges of disciplines students have for GCSE options.

Year theme: Relationships (TBC):

Term 1: Fine Art

Students will develop their understanding the theme 'relationships' and what it means. They will need to develop a new way of thinking which is not so literal and find other connections. Each week, students will be introduced to a way of looking at the context of relationships using a variety of artists and how they interpret the word. Relationship of colour/form/texture and tone/spacing and order will be identified through artists such as Monet, Mondrian contemporary artists such as Britto and Keith Haring. Students will continue to build upon their fine art drawing skills and develop working with negative space/proportion and perspective drawing. Students will also begin to follow GCSE terminology and using it in their own writing and understanding of where and how they are assessed. Students will need to use techniques covered over the course of the project to develop a 'final piece' within the last few weeks for their assessments. This will be reviewed against a KS3 friendly assessment grid which students will have access to all the way though the project.

Term 2: Textiles

Already having experienced Textiles in year 7, student will be reintroduced to Textiles techniques. In this project, pupils will explore a range of different Textiles techniques using relationships of colour, pattern and form. They will use Anni Albers to develop their weaving and colour relationship skills with cultural inspiration from a range of different countries, Greyson Perry for his understanding of relationships within society and Judith Scott for her obsessions with wrapping objects and William Morris/Lizzie

NATIONAL CURRICULUM FOCUS

Produce creative work, exploring their ideas and recording their experiences

- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and
- ♣ cultural development of their art forms.
- ♣ 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

Allen for understanding of historical/cultural reference within print design. Over the course of the project students will be using the GCSE assessment objects to complete artists analysis/recordings of their ideas and in the last few weeks create a final outcome which they must peer present. Weaving/construction/Print Textiles career avenues will be highlighted over the course of the project.

Term 3: 3D and Digital art

For the final project of year 8, students will continue to use the context of 'Relationships' to develop their digital art skills and 3D construction. This project will revisit previous skills including materials such as wire, clay, photography and Photoshop in order to develop understanding and fine motor skills. Students will be working with a range of multimedia artists who work across wire/clay and CAD. They will explore Michael Craig Martin's work in wire and Photoshop to create their own digital response as well as Katherine Morling and her relationship with household objects to create personal responses in clay. Students will look at the relationship between materials and functional objects, they will be introduced to how objects in the home or life can inspire art. This project will be linked to career avenues within digital art and craft *. Students will have two weeks to create two final pieces, one 3D form and one digital art piece. Both will be marked against the KS3 assessment grid. Students will review their work from the year to create an exhibition board for others to view. Each student will create an A2 board representing their theme of relationships whilst demonstrating all 4 assessment objective.

*Hope to form relationship with cockpit arts in Deptford for designer make to visit during a lesson

periods, styles and major movements from ancient times up to the present day.

Key assessment points

Students will have a ks3 friendly assessment grid covering the objectives used at GCSE. These are

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources. (Artists research/ annotation of ideas)
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (developing ideas)
- AO3: Record ideas, observations and insights relevant to intentions as work progresses. (recording ideas such as basic sketches photography)
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (final piece)

Project Baseline tests:

Students will be given a baseline assessment at the beginning of each project relating to different disciplines.

- Term 1 will be a drawing based assessment.
- Term 2 will be linking key terms to textiles materials/ techniques and recall from art projects both in year 7 and 8.
- Term 3 terminology test. Digital Images of student's work will be stored and files to review from end of year 7.

In every project:

Students will be given verbal feedback over the course of the half term which they will document each lesson at the front of their books. Teachers to review in week 4 and give formative feedback for students to respond to.

Students will complete their final piece in the week prior to finishing for half term

- Term 1: week 6 or 7
- Term 2: week 5
- Term 3: week 6 or 7 (depending on school activities in last few summer weeks)

Data will be dropped depending on their skill in each subject meaning that some students will be higher or lower at various point in the year. The summer 2 drop will be an average of all disciplines over the course of the year.

Christian ethos

Our art curriculum is focused on the development of the whole child which involves their spiritual, moral, social and cultural development. Through the projects based on relationships, pupils discuss ideas based on who they are/behind beauty and aesthetics which they will explore through studies of drawing (line shape, color, texture and form) and digital art. The title of identity will allow students to use their imagination, recognise and apply understanding of right and wrong through discussion, collaborate with their fellow peers to create artwork as well as understand and discuss cultural influences on contemporary artworks

British values

Across the topics studied, pupils will consider and discuss how British values are portrayed through art, including changing British values to demonstrate changes in the diverse and contemporary art scene of Britain. Students develop knowledge of artists, craftspeople and designers from the past as well as now. Students will reflect on the cultural context in which the work has been created - they will further develop respect and tolerance in others work by identifying how meaning can be conveyed in different ways

Subject:
Long-term plan



Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<ol style="list-style-type: none"> Can I understand the Context of 'Environments' and how this can link to different ideas? <ul style="list-style-type: none"> Can I understand David Hockney series of 'Landscapes' and why they relate to the context? Can I understand 2 point perspective drawing? Can I sketch our landscape in two point perspective? Can I understand how to sketch different materials and textures? Can I develop a final piece from any of the techniques ways I have understood this half term? (Assessment) Students can use this lessons to complete assessment as will need more time. Can I develop my drawing skills without drawing? Students to use collage to create landscape. LI: To be able to understand how to record in different forms for GCSE.
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5		
Aut1-6		
Aut1-7		
		Half term holiday
Aut2-1	November	Students rotate
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6		
Aut2-7	December	
		Christmas holiday
Spr1-1	January	<ol style="list-style-type: none"> Can I understand how our context of 'environments' can be interpreted in different ways and different disciplines within Art? Can I understand the origins of weaving and Where Anni Albers got her inspiration from? Can I understand where batik and block printing originate from and how to use these techniques? Can I create structure within my art by using fabric manipulation? Can I understand how to create a piece of wall art exploring techniques from this project? (Assessment) Use lesson to continue assessment as students will need more time. If finish, show heat transfer printing to develop ideas for next project.
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6		
		Half term holiday
Spr2-1	February	Students rotate
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
		Half term holiday
	March	
	April	
		Easter holiday
Sum1-1	May	<ol style="list-style-type: none"> Can I develop my understanding of 3D art forms within the context of 'Environment'?
Sum1-2		
Sum1-3		

Sum1-4		<ul style="list-style-type: none"> - Can I take inspiration from Floris Wubben to create 3D structures in card? 2. Can I take inspiration from the Memphis design movement to create a structural piece in Clay? 3. Can I take inspiration from Helen Kirkum to make a trainer from recycled materials? 4. Can I use wire to create structures inspired by the environment and Calder cuts? 5. Can I develop a digital outcome based on any of the art pieces I have created this term? Students will use images they take of their art work to develop on Photoshop. 6. Students will need this lesson to develop outcomes and complete any pieces which haven't been finished.
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1		Students rotate
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		