



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for Art History, culture and contemporary art are built into each scheme considering and questioning why the art was originally made or what it means.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: Still Life

Term 1: Still Life

Students will develop their understanding the theme ‘Still Life’ and what it means. Each week, students will be introduced to a way of looking at the context of Still Life using a variety of artists who show a range of techniques to create Still Life. Students will continue to build upon their fine art drawing skills and develop working with perspective drawing, scaling, enlarging and observational 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.

Cross-curricular links: Maths – scaling/proportion (grid method)

Term 2: Ndebele

For this project students will explore symbolism in art and in particular study the use of symbols in the Ndebele paintings. Students will discover the main characteristics of the Ndebele designs which includes the use of symbols, bright bold colours, geometric shapes, black and white outlines and symmetry. Students will develop their painting skill in creating artworks inspired by the Ndebele culture.

Cross curricular link:

Geography> symbols in different cultures

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

Maths> Scaling up/ measurements/symmetry

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

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

This unit under construction
Cross curricular link will be added once unit is completed

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

Year Overview

Subject:
Long-term plan



ST. MARY MAGDALENE
C OF E SCHOOL
PENINSULA CAMPUS
Excellence through innovation,
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Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September October	<ol style="list-style-type: none"> To be able to arrange a simple still-life composition Be able to use a range of compositional techniques to create an effective composition Be able to research and analyse an artwork using subject specific vocabulary To be able to use thumbnail sketches to develop composition ideas To be able to use a grid to draw a still life composition Link>maths: students use a grid to enlarge their still life image from A5 to A3. Ideas of proportion/enlarging/scale/measurement To be able to use a grid to draw a still life composition Be able to evaluate and reflect on own work
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5		
Aut1-6		
Aut1-7		
		Half term holiday
Aut2-1	November December	Students rotate
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6		
Aut2-7		Christmas holiday
Spr1-1	January February	<ol style="list-style-type: none"> Be able to define symbolism and create own symbols (link> geography & Art: students track the use of symbols in different cultures on world map) To explore and understand the origins of Ndebele Art Produce an initial planning sheet for Ndebele painting To develop refining and modifying skills in Art Be able to show knowledge and understanding of Ndebele painting skills in own work (Links to maths/drawing scaling up design) Be able to show knowledge and understanding of Ndebele painting skills in own work Be able to evaluate and reflect on own work
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6		
		Half term holiday
Spr2-1	March	Students rotate
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
		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'? <ul style="list-style-type: none"> Can I take inspiration from Floris Wubben to create 3D structures in card?
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		

Sum1-6		<ol style="list-style-type: none"> 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 our 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.
	June	Half term holiday
Sum2-1		Students rotate
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		