

YEAR 8 ART CURRICULUM

RATIONALE	Our Art Department aims to provide an important outlet for the communication and expression of ideas, feelings, and beliefs as well as for physical, spiritual and emotional development. Sequential learning experiences provide individuals with the necessary skills and confidence to embrace the arts throughout their lives.	BRITISH VALUES	Mutual Respect & Tolerance of other's ideas, opinions and critique within class discussions and peer assessment
Year 8 Curriculum Art	Unit 1	Unit 2	
TOPIC	ARCHITECTURE September - February	INSECTS April - July	
GENERATE IDEAS	<ul style="list-style-type: none"> • Use a variety of drawing approaches to record from life and secondary sources • Increase proficiency in their execution and handling of new materials and techniques • Improve accuracy when recording from observation, memory and imagination in sketchbooks • You can develop ideas and plan intentions following a sequence of design steps evidenced with e.g. thumbnail studies, annotation or compositions • Effectively use web based research to inform your experience of how artists and designers develop ideas to create outcomes • Introduction to Architectural styles • Discussion about different Buildings – (Modern and Traditional) 	<ul style="list-style-type: none"> • You can successfully explore different media, processes and techniques, in order to express personal ideas • Explore scale and proportion to inform an outcome • Study different artists to generate ideas 	
MAKE	<ul style="list-style-type: none"> • Imaginative title page in the sketchbook • Creative sketchbook pages • Drawings from memory inspired by Stephen Wiltshire • Experiment with drawing techniques (drawing from a description, using continuous line, observation, memory) • Collage background in response to Kazimir Malevich • Thumbnail viewfinder samples • Press print • Gargoyle drawings • Clay gargoyle • Futuristic City from imagination (option of making on Minecraft) 	<ul style="list-style-type: none"> • Insect in response to Alison Headley • Sgraffito insect • Collage insect • Background in response to Dominic Von Bern • Insect in response to Raku Inoue • Top Trump card • Further develop printing skills to explore ideas • KaleidaCam insect pattern 	
KNOWLEDGE	<ul style="list-style-type: none"> • Continue developing creative confidence • Learn to refine and modify designs • Experiment with drawing techniques (drawing from a description, using continuous line, observation, memory) • Make links between art and design and other subjects / areas of the curriculum • How to draw using one-point perspective • Investigating, analysing, designing, making, reflecting, and evaluating • Gain an understanding into safe working practice with printing tools and equipment • Make informed choices about media, techniques, and processes • What Gargoyles are • Gothic buildings in the local area • Use of a viewfinder • Respond to different creative forms from diverse historical periods, cultures and times e.g. artists, craftspeople, and architects 	<ul style="list-style-type: none"> • Continue developing creative confidence • Learn to refine and modify designs • Increase proficiency in their execution and handling of new materials and techniques • Investigating, analysing, designing, making, reflecting, and evaluating • Critical study of Artists' styles and expressing opinions • Insect research • Awareness that particular kinds of marks can be made using different materials e.g. sgraffito 	

EVALUATE	<ul style="list-style-type: none"> • AFL used as part of peer discussion and analysis of work • Learn to refine and modify ideas • Peer and self- assess • Annotate own work • Investigating, analysing, designing, making, reflecting, and evaluating • Take risks and learn from mistakes • Class critiques • Evaluate and analyse creative works using the language of art, craft, and design 	<ul style="list-style-type: none"> • AFL used as part of peer discussion and analysis of work • Learn to refine and modify ideas • Peer and self- assess • Annotate own work • Take risks and learn from mistakes • Class critiques • Evaluate and analyse creative works using the language of art, craft, and design
LITERACY LINKS	<ul style="list-style-type: none"> • Literacy links: Artistic terminology recorded in the back of sketchbooks • Use of ICT to research the work of other Artists • Annotation • Words linked to Gothic architecture • How to train your dragon book • Short story or poem about the gargoyle • 	<ul style="list-style-type: none"> • Use of ICT to research the work of other Artists • Annotation • Insect research
NUMERACY LINKS	<ul style="list-style-type: none"> • Scale and proportion • Measuring • Perspective 	<ul style="list-style-type: none"> • Shape • Symmetry • Pattern
ARTISTS	<ul style="list-style-type: none"> • Zaha Hadid • Stephen Wiltshire • Cressida Cowell • Kazimir Malevich 	<ul style="list-style-type: none"> • Alison Headley • Raku Inoue • Dominic Von Bern • Christopher Marley
CAREER LINKS	<ul style="list-style-type: none"> • Architect – watch Creative Journeys clip - Amanda Callaghan • Book illustrator –Creative journeys - Cressida Cowell 	<ul style="list-style-type: none"> • Scientific Illustrator