**Y8 – FUNDAMENTAL IDEAS - ART**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | The Basics of Drawing  Introduction to Modern Art Movements  Imaginative Self-portrait | Exploring Graffiti and Street Art | Relief and 3-D Structures inspired by Graffiti and Pop | Applied Design inspired by Street and Pop  Creative Evaluation | | Pop, Op and Portrait | The Pop Composition |
| Topics | The Sphere  The Cone  The Cube  Application of Line & Tone  Expressive Mark-making  Researching Modern Artists  Collage inspired by the work of Louie Jover | Is Graffiti Art or Vandalism?  Researching Street Artists  Exploring Font Styles and Graphics  Study of the work of Daim | Paper sculpture  Study of the work of Random EXP  Creating multi-media 3-D Structures | Developing and illustrating ideas for Fashion and Product Design  Developing presentation techniques via visual & written evaluation | | Tonal Drawing test  Researching Pop & Op Art  Drawing facial features  Stylising drawings | Producing an extended piece of art-work inspired by studies of Street, Graffiti, Modern Art, Op and Pop combined |
| Skills | INTRODUTION TO DRAWING AND THE FORMAL ELEMENTS  - Record ideas and observations through drawing and annotation  - Carry out purposeful investigations  - Demonstrate an understanding of visual language | | EXPERIMENTAL SKILLS & VARYING APPLICATION  -Select and purposefully experiment with media, materials, techniques and processes  -Refine ideas  -Respond to the work of other artists and designers | | | PRESENTING A PERSONAL RESPONSE  -Communicate meaning in visual form  -Develop and collate ideas  -Realise intentions  - | |
| Assessment | 3 Controlled drawing tests  Peer Assessment  1 Sketchbook submission | Ongoing Formative assessment  2 sketchbook submissions | Ongoing Formative assessment  Peer Assessment  1 Controlled 3-D test | Ongoing Formative assessment  2 Sketchbook submissions | | Ongoing Formative assessment  1 Controlled drawing test  1 Sketchbook submission | Formative assessment  END OF YEAR ASSESSMENT |
| Linked learning | The syllabus of Art within year 8 supports multiple subjects including English, through the application of critical analysis and annotations. Maths, with measure. DT by the application of rendering and 3D drawing and History through the exploration of different cultures and historic and contemporary art movements. | | | | | | |
| \*SMSC Links | 253 Provision for the spiritual development of pupils includes developing their:  - ability to be reflective about their own beliefs and perspective on life  - sense of enjoyment and fascination in learning about themselves, others, and the world around them,  - Use of imagination and creativity in their learning  254 Provision for the moral development of pupils includes developing their:  -understanding of the consequences of their behaviour and actions  - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | | | | | | |
| Literacy | Specialist Art Terminology is regularly introduced and occasionally tested.  Students are required to demonstrate critical understanding of the work of other artists and will regularly record their observations in written form especially as homework tasks. | | | Numeracy | The use of measure is required during the study of simple perspective and when proportioning layouts.  Angle is explored when developing 3-D effects in the Graffiti project and possibly during the study of Op Art. | | |
| Enrichment | The Art rooms are available for extension work or catch-up most lunchtimes.  Various cultural and artistic visits are offered intermittently. After school workshops may also be offered. | | | | | | |
| Impact | The study of Art helps broaden student’s cultural awareness and encourages them to observe and creatively interpret the world around them.  Art teaches resilience and patience, as studies can often spread over multiples lessons, this can help create strong independent workers. | | | | | | |
| Building on Prior Learning | During Year 8 students aim to improve their understanding of the formal elements of Art which will have been touched upon during Middle School Education. Basic drawing and painting skills will be re-visited and refined. During this process students will also begin to broaden their cultural awareness by exploring the work of various Modern and Contemporary artists. | | | | | | |

|  |
| --- |
| Ways to support student learning in this subject |
| * Encourage discussion of Art issues that may arise in the news. * Discuss Art lessons and their progress. * Encourage a positive attitude towards Art. * Encourage your child to keep an Art sketchbook or scrapbook outside of their school studies, for whilst we aim to improve skills and knowledge during this first year it is equally important to retain an element of personal choice and alternative enjoyment without the pressure of assessment. * Practising any kind of observational drawing at home will always be of benefit as will exploring new art materials. * Check they are keeping up with homework, these set pieces are designed to support the development of classwork. * Visit Museums and Galleries when possible. * Watch Art related programmes together and discuss. * Collect papers, fabrics and any other interesting found objects that may be of use. |