

## Year 8 Art Curriculum Rationale

Students start by completing a baseline assessment observational drawing task, to ascertain their level of skill and understanding (this task will be re-visited before each Census Point to demonstrate progress). Students will study the remaining 3 of the 8 Formal Elements in Art then complete a project. The first 5 Formal Elements were chosen for Year 7 study, as they form the basis of Art knowledge. Students will learn about the 3 remaining Formal Elements and how to use them in conjunction with the other Formal Elements. Students will improve their skills and knowledge using a variety of media and techniques whilst building an understanding of contextual references for each Formal Element. Students will learn how the Formal Elements can be used in combination with each other to create art works. Each term, students will learn a new Formal Element, in a sequence designed to maximise student understanding and retention of knowledge. In the last term, students will produce a project, where they can choose to focus on one or more of the Formal Elements.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p><b>BASELINE OBSERVATIONAL ASSESSMENT TASK</b> 2nd lesson</p> <p><b>COMPOSITION</b> (Terms 1 + 2)</p>	<p>Students demonstrate existing skill level.</p> <p>1. Understanding use of composition in Art.</p> <p>2. Different types of composition e.g. Atmospheric perspective and Rule of Thirds.</p>	<p>Understanding of student progress level</p> <p>How the other Formal Elements interact with Composition.</p> <p>How to use tints, tones and shades to create distance (relates to Perspective learnt in Year 7)..</p> <p>Rule of Thirds – Understanding of and how to use this technique.... students</p>	<p>Baseline observational drawing task with department standardization.</p> <p>Explicit reference to HPL.</p> <p>Peer/self-assessment.</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Department electronic marksheet for quality and behaviour.</p> <p>Student reflection sheet.</p> <p>End of unit assessment sheet.</p>	<p><b>Literacy</b> -</p> <p>Contextual research sheet.</p> <p>Analysis of artist research.</p> <p>Key topic subject specific vocabulary.</p> <p>Student reflection sheets.</p> <p><b>Numeracy-</b></p> <p>Measurement in composition (use of perspective and Rule of Thirds).</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Individual teachers to direct HPL focus.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year.</p> <p>Opportunity for trip to Pitt Rivers and Natural History Museum.</p> <p>Community projects and Art competitions (throughout year)</p> <p><b>Homework:</b></p> <p>Title page on 5 Formal Elements.</p> <p>Mind Map.</p> <p>Colour theory and colour wheel.</p> <p>Artist research and practical responses.</p>

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<p>OBSERVATIONAL ASSESSMENT TASK</p>	<p>3. How different artists use composition.</p>	<p>will learn different applications of this.</p> <p>Mondrian sequence from oil pastel tree to painted abstract version to pure abstract composition collage.</p> <p>Kandinsky – composition and Abstraction, responding to music.</p>				
	<p>4. Japanese Art and composition.</p>	<p>How composition is used in Japanese Art. students create a landscape work using traditional imagery.</p>				
	<p>5. Understanding composition in three-dimensions.</p>	<p>Constructed sculptures using 3D spatial awareness.</p>				
<p><b>PATTERN</b> (Term 3)</p>	<p>1. Overview of the different types of patterns.</p>	<p>Students gain an understanding of techniques used in creating patterns in Art.</p>	<p>Explicit reference to HPL. Peer/self-assessment. Verbal feedback. Light touch.</p>	<p><b>Literacy</b> - Contextual research sheet. Analysis of artist research.</p>	<p>All or most ACP and VAA's are developed in each unit.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year.</p>

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	<p>2.How to create an artwork based on pattern.</p> <p>3.Use of patterns with animals.</p> <p>4. Explore how artists use pattern.</p>	<p>Students will study and create Optical artwork.</p> <p>Experimentation with media and techniques – pen drawing, polyblock and mono printing.</p> <p>Creating responses to Jiyoung Chung using collage.</p>	<p>Live marking. Department electronic marksheet for quality and behaviour. Student refection sheet. End of unit assessment sheet.</p>	<p>Key topic subject specific vocabulary. Student reflection sheets. <b>Numeracy-</b> Use of mirror imagery and rotation in pattern work. Maths techniques in Optical Art</p>		<p>Community projects and Art competitions (throughout year</p> <p><b>Homework:</b> Artist research and practical responses.</p>
<p><b>TEXTURE</b> (Terms 4 + 5)</p>	<p>1. Understanding visual/implicit and physical texture and how they differ.</p> <p>2. Experimenting using a variety of media to explore both visual and physical texture.</p> <p>3.Researching and exploring how different artists use texture in their work.</p>	<p>Students will learn the two types of texture and how they differ.</p> <p>Students will explore: Mark making/frottage. Clay tiles inspired by Nell Devit and Angela Shwer. Anslem Kiefer’s use of grass in paint. Van Gogh mark making in drawing and paint.</p>	<p>Explicit reference to HPL. Peer/self-assessment. Verbal feedback. Light touch. Live marking. Department electronic marksheet for quality and behaviour. Student refection sheet. End of unit assessment sheet.</p>	<p><b>Literacy -</b> Contextual research sheet. Analysis of artist research. Key topic subject specific vocabulary. Student reflection sheets.</p>	<p>All or most ACP and VAA’s are developed in each unit. Individual teachers to direct HPL focus.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year. Community projects and Art competitions (throughout year</p> <p><b>Homework:</b> Artist research and practical responses.</p>

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OBSERVATIONAL ASSESSMENT TASK		Collograph. Rolled paper art.				
THEMED PROJECT WORK -African Art (Term 6)	Understanding of process in project-based work (student independence). Initial ideas based on theme. Researching chosen artist. Development of subsequent ideas. Conclusion in the form of outcome.	African themed with an emphasis on patterns, animals with the use of sgraffito and fabric painting) Research culture + art/artist to inform Mind Map/ideas page (must include Formal Element focus for student) Practical art responses. Use of media and techniques. Development of ideas and refining work. Outcomes.	Explicit reference to HPL. Peer/self-assessment. Verbal feedback. Light touch. Live marking. Department electronic marksheet for quality and behaviour. Student reflection sheet. End of unit assessment sheet.	<b>Literacy -</b> Contextual research sheet. Analysis of culture + artist research. Key topic subject specific vocabulary. Student reflection sheets.  <b>Numeracy-</b> Measurements in patterns.  <b>PSHE -</b> Gaining understanding of different cultures	All or most ACP and VAA's are developed in each unit. Individual teachers to direct HPL focus.	Key Stage 3 after school/lunch time Art Club throughout year. Community projects and Art competitions (throughout year)  <b>Homework:</b> Title page on new theme. Mind Map. Artist research and practical responses.