

Year 8 ART

Overall Intent:

In Year 8, building on the skills developed in Year 7 the main themes are repeated in the following order, Term 1 – Still Life, Term 2 – Portraiture, Term 3 – Landscape. By repeating the themes, skills are developed incrementally, and knowledge is further embedded. Each unit is divided into smaller sections, skills and knowledge from Year 7 are revisited and students are taught a wider range of techniques in drawing from observation, painting and printmaking and 3D. Students are taught how to analyse and evaluate their own work and the work of others and they gain an increased understanding about the history of art, craft and design including periods, styles and major movements from the past up to the present day. They are taught a range of different techniques to record their observations in sketchbooks as a basis for exploring their ideas and producing creative outcomes. In Year 9 the three main units are repeated again and preparation for GCSE art, craft and design begins.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Area of study	STILL LIFE		PORTRAITURE		LANDSCAPE	
Key learning aims – knowledge and skills	<p>Key Skill: Drawing Intention: To develop understanding of Pop Art and build upon observational drawing skills.</p> <p>Drawing skills taught in Year 7 are revisited and students are taught about the Pop Art movement. They will be able to</p>	<p>Key Skill: Painting/Printing Intention: To use knowledge of colour theory to create work in response to the Pop Art movement. Knowledge and understanding of the colour wheel taught in Year 7 is revisited. Students will be able to apply this knowledge to their</p>	<p>Key Skill: Drawing Intention: To develop skills in portrait drawing.</p> <p>Students are taught about portrait drawing. They will be able to measure out the proportions of a portrait and further extend their drawing skills using tonal shading, line and form.</p>	<p>Key Skill: Painting and Mixed Media Intention: To produce a portrait of a chosen person to represent their emotions and likes and dislikes.</p> <p>Students select from a range of contemporary artists to use as inspiration for their own portrait. Students will be able to</p>	<p>Key Skill: Drawing Intention: To further develop landscape drawing skills.</p> <p>Students revisit the landscape skills taught in year 7. They will be able to demonstrate landscape drawing skills using a range of different drawing techniques. Students will develop mark</p>	<p>Key Skill: 3D/ clay Intention: To study the work of Vincent Van Gogh and develop a 3D piece of work in response to the theme of landscape.</p> <p>Students are taught about the landscape paintings of Vincent Van Gogh and how his work was part of the Post-Impressionist art</p>

	demonstrate correct tool handling, tonal shading, cross hatching and mark making, definition, colour theory, composition, proportion and scale.	contextual skills through the study of Pop Art and further develop skills in painting and block printing.		demonstrate skills in a variety of mixed media including, drawing, painting, collage and pointillism.	making skills in response to the Post-Impressionist style.	movement. Students will be able to work with 3D materials to produce an outcome, developing skills in clay/ 3D modelling and paint application.
Assessment	Opportunities for peer and self assessment are provided every lesson.	Summative assessment is completed at the end of the Still Life Unit with students being given formal written feedback and a grading of developing, meeting or exceeding in line with the whole school assessment policy.	Opportunities for peer and self assessment are provided every lesson.	Summative assessment is completed at the end of the Portraiture Unit with students being given formal written feedback and a grading of developing, meeting or exceeding in line with the whole school assessment policy.	Opportunities for peer and self assessment are provided every lesson.	Summative assessment is completed at the end of the Landscape unit with students being given formal written feedback and a grading of developing, meeting or exceeding in line with the whole school assessment policy.