

## ART AND DESIGN Year 8 Curriculum Overview

| <b>What is the Year 8 ART AND DESIGN curriculum aiming to achieve?</b>   |   |  |
|--|---|--|
| What do we want our Year 8 Artists to be like?   | How are we building on prior learning?  | How can parents/carers support their child's learning?   |
| <ol style="list-style-type: none"> <li>1. To be ENGAGED in learning about different artists, methods and processes.</li> <li>2. To be COURAGEOUS in making their own work</li> <li>3. To be IMAGINATIVE in making work in response to the new Artists and themes they discover.</li> <li>4. To be CONSIDERED and purposeful in their work.</li> <li>5. To be SENSITIVE to the deeper meanings behind works of Art that tackle challenging themes.</li> </ol> | <ul style="list-style-type: none"> <li>• All students will have gained an understanding that Old Art inspires new Art.</li> <li>• Most will have developed some basic drawing and painting skills in tone and colour.</li> <li>• Most students will have responded to some 20<sup>th</sup> C Masters.</li> <li>• Some students will have begun to use specialist vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>• Visit Art galleries and exhibitions and encourage them to draw and speak about what they see.</li> <li>• Make Art materials available to use at home and encourage their use to draw and experiment with creatively.</li> <li>• Show an interest in their sketchbook and encourage them in their homework tasks.</li> </ul> |

| <b>How are we organising the Year 8 Art &amp; Design curriculum</b> |  |  |  |  |  |   |
|---|--|--|--|--|--|---|
|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
| Topics  | <b>ENCOUNTERS: NEW ART FROM OLD. OBSERVATIONAL DRAWING FOCUS THROUGH STILL LIFE.</b>   | <b>ENCOUNTERS: NEW ART FROM OLD. OBSERVATIONAL DRAWING FOCUS THROUGH STILL LIFE.</b> | <b>ENCOUNTERS: NEW ART FROM OLD. STILL LIFE PAINTING CASE STUDY WITH ST IVES LINK.</b> | <b>ENCOUNTERS: NEW ART FROM OLD. EXTENDED LEARNING PROJECT EXPLORING ST IVES ARTISTS.</b>  | <b>AFROINFLUENCE: THE IMPACT OF AFRICAN ART. MIXED MEDIA WORK EXPLORING CIVIL RIGHTS MOVEMENT.</b> | <b>AFROINFLUENCE: THE IMPACT OF AFRICAN ART. PRINTMAKING WITH A CULTURAL TWIST AND ANTI-RACISM MESSAGE.</b> |
| Threshold Concepts  | <b>TC#1- ARTISTS MAKE MARKS, DRAWING OUR ATTENTION.</b>  | <b>TC#3- ART HAS ITS OWN VOCABULARY, SHAPED ACROSS TIME AND SPACE.</b>               | <b>TC#4- ARTISTS USE (AND ABUSE) TRADITIONS.</b>                                       | <b>TC#5- ARTISTS PLAY – WITH IDEAS, MATERIALS &amp; FAILURE.</b>                           | <b>TC#7- ART IS NOT FIXED IN MEANING – CONTEXT IS EVERYTHING.</b>                                  | <b>TC#9- ART MAKES PEOPLE POWERFUL – FOR GOOD AND BAD.</b>  |
| Skills  | Observational drawing exploring techniques using line and tone via artist examples.  | Observational work exploring mark-making and diverse media in response to artists.   | Developing Brush control and palette management for painting work.                     | The resourcing and development of own ideas through experimental study of St Ives artists. | Printmaking and mixed media experimentation skills with socio-political content.                   | Designing and creating work with a cultural twist in the form of a reduction linoprint.                     |
| Enrichment within the curriculum                                    | We provide a broad and rich Art curriculum that provides students the opportunities to explore a wide and varied range of specialist mediums and techniques including printmaking and digital post-production work. We strive to celebrate student work by putting work on display physically and digitally. Students also have opportunities to share their work with the wider global community, such as our creative partners in Nairobi. As part of our Art curriculum, we also seek to enrich students through our related extended learning tasks inspired by a wide range of artists from St Ives.                                |  |  |  |  |   |
| Cross curricular links  | <ul style="list-style-type: none"> <li>• We pride on our ability to weave in extra-curricular links. We will be making links to History, Geography, music, English and this will be integrated into our teaching. For example, we will be looking at the civil rights movement, racial identity and black history when we do our Afroinfluence project.</li> <li>• The nature of New Art from Old project encourages students to look into the historical and geographical contexts of the artists and this will result in connections to St Ives and how artists migrated to the Cornish coastline to escape wartime London.</li> </ul> |  |  |  |  |   |
| Extra-curricular opportunities                                      | As a department, we have an open door policy that enables students to work in the Art rooms during lunchtimes every day of the week; however, we structure a Key stage 3 focussed extra-curricular club once a week. This is aimed at providing students an opportunity to stretch and challenge themselves and build on areas of the class-based projects that may not ordinarily have been to be explored in lesson time.  |  |  |  |  |   |

| <b>What are the intended outcomes of the Year 8 Art &amp; Design curriculum</b> |   |   |                                   |   |                                  |  |
|---|---|---|-----------------------------------|---|----------------------------------|--|
|   | Autumn 1  | Autumn 2  | Spring 1                          | Spring 2                                      | Summer 1                         | Summer 2                                 |
| Opportunities to show progress (Assessments)                                    | Tonal still life study.   | Still life case study including written analysis. | Colour based observational study. | St Ives project with final piece and analysis | Mixed media Afro-influence work. | Reduction linoprint and design sequence. |
| Impact on personal development (SMSC)   | <i>Students develop a greater awareness of their own cultural identity, the need to be respectful and engaged with other cultures; to enable them to become future contributors to social cohesion. They are encouraged to become more observant and see value in the everyday and the mundane. They are encouraged to look at the work of others and develop respect for the differences we all have. The Year 8 challenges them to develop socio-political sensitivity and racial tolerance through Afro-influence work.</i>  |   |                                   |   |                                  |  |
| Preparation for the next stage of education                                     | The artists explored in Year 8 were consciously selected because they form a crucial part of the DNA of artists we explore in the following years leading to a deeper understanding in future projects. For example, the observational foundations are reintroduced in later years with increasing emphasis on the language of objects. The Afro-influence project also helps Year 10 and 11 students navigate the Black Matter theme and some underlying socio-political themes within their approaches to Pop Art and the British Empire project introduced in Year 12. |   |                                   |   |                                  |  |