



Curriculum Map for Art & Design Year 8

YEAR 8	Autumn 1 & 2
Topics	Developing Their Technical Drawing Skills Through Observational Studies Using Mixed Media The Work of Loui Jover and Brno Del Zuo Theme of 'Portraiture'
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none">• Students in Year 8 they will continue to learn about the formal elements and investigate how they are used through varied materials and processes.• During 'Portraiture' students will use their prior understanding to influence their decisions when creating artwork and responding to new techniques. Students learn how to control tone through shading and mark making, they then apply this knowledge to observational studies when illustrating facial features.• Students will learn how to draw baseline illustrations of the facial features, then undergo a series of tutorials to improve the eyes, nose and mouth.• Students will learn about two artists Loui Jover and Brno Del Zuo.• Students will learn how to experiment with materials like those used by their artists. They then apply this to create a response that incorporates everything they have looked at through the project.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none">• Artist Analysis, investigating the work of Loui Jover and Brno Del Zuo and using it as inspiration for their own work.• Students experiment with dry media and photography, creating illustrations of themselves as a final outcome. They learn how to build compositions that use different perspectives and materials.• Self-reflection and evaluation of work.
Skills	<ul style="list-style-type: none">• Students will consider the theme 'Portraiture' and make creative decisions that reflect the imagery. Students are provided with fonts appropriate to the theme and they have to decide how they use the given resources.• Students are introduced to the work of 2 separate artists during this project, they have to analyse images by the artists and are taught how to interpret the working style through materials and processes.• Students are able to apply their existing knowledge of the formal elements and now start to use other artistic terms when analysing their artwork.
Links To Prior Learning	<ul style="list-style-type: none">• Building on existing knowledge on the formal elements established during Year 7.• They will refer to their previous experiences when responding to the theme of 'Portraiture'.
Literacy/ Numeracy	<ul style="list-style-type: none">• During Year 8 students use their prior knowledge of the formal elements when talking about their work and the work of others. They should understand these terms and be able to explain how they are used in artwork. Students in Year 8 supplement this vocabulary with additional key terminology.• Students use a writing frame to support their annotation. The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work.• Once students established how they communicate, they are encouraged to provide more informed responses. In Year 8, they are expected to use more frequent use of the formal elements in their writing.

	<ul style="list-style-type: none"> • Measurements and quantity of materials are sometime referred to during a project. During the Portraiture theme, students have to be aware of composition and ratio and how they structure their pages. They will measure images and divide photographs into different shapes and sizes. Proportion will be a key area within the first Year 8 project. • Students build on their artistic terminology, reusing key terms established during Year 7. There is a greater emphasis on the formal elements and students start to incorporate specialist terminology. Literacy resources are provided in the classroom to remind and help develop artistic terminology.
Cross Curricular	<ul style="list-style-type: none"> • Icons or Heroes • PSHE - Mental Health
Assessment	<ul style="list-style-type: none"> • Homework tasks are assessed. • Assessment of sketchbook tasks. • Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.

YEAR 8	Spring 1 & 2
Topics	<p>Developing & Creating 3D Forms - Working With Recycled Materials To Create Sea Creatures</p> <p>The Work of Jason Scarpace and Yellena James</p> <p>Theme of 'Oceans'</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students in Year 8 will continue to develop their understanding of the formal elements and investigate how they are used through varied materials and processes. During 'Oceans' students will learn to use their prior understanding to influence their decisions when creating artwork and responding to new techniques. • Students learn how to create mixed media illustrations of sea creatures by controlling tone through shading and mark making. • Students learn how to create sculptural work from recycled materials. Students create a series of illustrations based on their sculptural work. • Students will learn about Jason Scarpace and Yellena James.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • Artist Analysis, investigating the work of established artists and using it as inspiration for their own work. • Self-reflection and evaluation of work. • Students explore watercolours and collage materials, making connections with their contextual research. • Students are able to apply their existing knowledge of the formal elements and now start to use other artistic terms when analysing their artwork. Students are taught to experiment with materials like those used by their artists. The project concludes with a sculptural response inspired by the work of Scarpace.
Skills	<ul style="list-style-type: none"> • Students will consider the theme 'Oceans' and make creative decisions that reflect the imagery. • Students are introduced to the work of 2 separate artists during this project; they have to analyse images by the artists and are taught how to interpret the working style through materials and processes. • Students experiment with a range of materials and processes, creating illustrations and sculptures of SeaLife. • Students will be taught how to use watercolours and fine liners during the project. • They will use the prior understanding of mono printing to develop a series of prints. • They will use recycled materials to create three dimensional forms, using their researched artists as inspiration for their final outcomes.

Links To Prior Learning	<ul style="list-style-type: none"> Developing student understanding from the previous topic and using that foundation to support the learning of further formal elements. Students continue to present their work in the manner in which it has been established in their previous theme.
Literacy/ Numeracy	<ul style="list-style-type: none"> During Year 8 students use their prior knowledge of the formal elements when talking about their work and the work of others. They should understand these terms and be able to explain how they are used in artwork. Students in Year 8 supplement this vocabulary with additional key terminology. Students build on their artistic terminology, reusing key terms established during Year 7. There is a greater emphasis on the formal elements and students start to incorporate specialist terminology. Literacy resources are provided in the classroom to remind and help develop artistic terminology. Students use a writing frame to support their annotation. The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret, and evaluate work. Once students established how they communicate, they are encouraged to provide more informed responses. In Year 8, they are expected to use more frequent use of the formal elements in their writing. Measurements and quantity of materials are sometime referred to during a project. During the Oceans theme, students have to understand different forms of measurements and quantities. When creating their bottle sculpture, they will need to know how to divide the materials to create their work. When they make their paper mâché sculptures they will need to work with quantities of materials and understand how many layers need to be applied to create strong forms.
Cross Curricular	<ul style="list-style-type: none"> Geography – Oceans, the environment and recycling. They investigate how plastic is affecting the oceans and the impact it is having on Sea Life.
Assessment	<ul style="list-style-type: none"> Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.

YEAR 8	Summer 1 & 2
Topics	<p style="text-align: center;">Developing Understanding of the Formal Elements Through Story Recording and Creating Work from their Imagination The Work of Disney Illustrators, Salvador Dali, and John Tenniel Theme of 'Alice in Wonderland'</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Students in Year 8 they will continue to develop their understanding of the formal elements and investigate how they are be used through varied materials and processes. During 'Alice in Wonderland' students will use their prior understanding to influence their decisions when creating artwork and responding to new techniques. Students learn how to create observational drawings of objects linked to the theme. They use a combination of mark making and colour to create their images. Students will learn about John Tenniel and Salvador Dali.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> Artist Analysis, investigating the Disney Illustrations, John Tenniel and Salvador Dali, using them as inspiration for their own work. Both artists have illustrated the novel Alice in Wonderland and will be a source of inspiration for the students. Tenniel is known for his drawings of the characters from the published novel. Dali is one of the most famous surrealists in history and had interpreted the characters in strange, colourful ways. Students are able to apply their existing knowledge of the formal elements and now start to use other artistic terms when analysing their artwork. Students are taught to experiment with materials like those used by their artists. The project concludes with a response that reflects their research throughout the project.

Skills	<ul style="list-style-type: none"> • Students will consider the theme 'Alice in Wonderland' and make creative decisions that reflect the imagery. • Students are introduced to the work of 2 separate artists during this project. They must analyse images by the artists and are taught how to interpret the working style through materials and processes. • Students experiment with a range of materials and processes, creating illustrations based on the Alice in Wonderland novel. Students will use watercolours and fine liners during their response to Dali, referring to their work in with these materials in the previous project. They will use the prior understanding of mono printing to create accomplished prints. • Students will create an outcome that uses mixed media collage and reflects on the processes used in the project.
Links To Prior Learning	<ul style="list-style-type: none"> • Developing student understanding from the previous topic and using that foundation to support the learning of further formal elements. • Students continue to present their work in the manner in which it has been established in their previous theme.
Literacy/ Numeracy	<ul style="list-style-type: none"> • During Year 8 students use their prior knowledge of the formal elements when talking about their work and the work of others. They should understand these terms and be able to explain how they are used in artwork. Students in Year 8 supplement this vocabulary with additional key terminology. • The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work. • Once students establish how they communicate, they are encouraged to provide more informed responses. In Year 8, they are expected to use more frequent use of the formal elements in their writing. • Measurements and quantity of materials are referred to during the project. During the Alice in Wonderland theme, students must understand different forms of measurements and quantities. Students must be aware of how to build compositions and use the available space. Students must consider the number of materials that are used, following the instructions from their teacher. This is especially relevant when they are using watercolours to create their responses to Dali. • Students will read sections from the book and will be asked to illustrate those sections as part of their final outcomes. These have been differentiated for reading ability.
Cross Curricular	<ul style="list-style-type: none"> • English – Alice in Wonderland
Assessment	<ul style="list-style-type: none"> • Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.