

Art Curriculum Overview – Year 8

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Art Nouveau	<p>New style of art: introduce 1920's Art Nouveau and Art Deco.</p> <p>Typography is introduced as lettering features heavily in Art Nouveau art, as well as female faces within floral & circular borders.</p> <p>Learning to create decorative art from flower observations.</p> <p>Further development of pencil control & watercolour skills.</p> <p>Deconstruction and lino cutting skills.</p> <p>Lino printing skills.</p> <p><i>William Morris, William De Morgan</i></p>	<p>Composition skills and learning how to deconstruct areas of an object into stylised shapes for the purpose of decorative art.</p> <p>Transference of art onto different media (<i>lino</i>) to learn historical printing methods (wood cutting) ; to be developed into dry point etching later.</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>	<p>Every two weeks *</p> <p>Artist page on Alphonse Mucha</p> <p><i>*Homework topics are subject to change when external art competitions become available.</i></p>	<p>Early block printing helped the poor vulnerable (compassion) & fought for rights and justice but was also responsible for negative propaganda-</p> <p>History</p> <p>Ethics and Integrity</p> <p>Interior Designer</p> <p>Fashion Designer</p> <p>Graphic Designer (Advertising, marketing etc)</p> <p>English</p> <p>Maths</p>	<p>Still life and natural form links to previous project then expands into stylised printed shapes (<i>early logos</i>)</p> <p>Idea development is built on, from the 'still life' theme into more commercial times of the 1920's. (<i>Historical context</i>)</p> <p>links into next half term 'Patterns' & GCSE in the future.</p> <p>DoE 2. Subject Aims</p> <p>-acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p>
Autumn Term 2						
Art Nouveau / Basic face proportions	<p>Introduction to portrait style of Art Nouveau and Art Deco.</p> <p>Learning accurate facial proportions and correct division of facial features.</p> <p>Full face, ¾ view (inc. perspective) & profile.</p> <p>Shading & colourwash tuition with different skin types</p>	<p>Proportional skills and how to deconstruct areas of a face, in order to transform it into the style of Art Nouveau.</p> <p>Learning skills in drawing with perspective</p> <p>(Linear, single point & 2-point.)</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>	<p>Self-portrait in the style of Art Nouveau</p>	<p>Art Nouveau gave rise to female empowerment and commercial art. (posters, adverts, pamphlets)</p> <p>Leading others in pursuit of justice</p> <p>Greater empowerment for women during the 1920's with greater rights and justice.</p> <p>Loving and compassionate</p>	<p>Still life and natural form links to previous project then expands into stylised printed shapes (<i>early logos</i>)</p> <p>Idea development is built on, from the 'still life' theme into more commercial times of the 1920's.</p>

<p>Basic single point & 2-point perspective</p>	<p>Learning Single Point perspective in relation to the horizon, vanishing point & guidelines. (Rowing boat)</p> <p>Two-point perspective. (Street scene)</p>				<p>More charitable acts between the social classes during this era.</p> <p>History Maths English Literature</p> <p>Architect</p> <p>Interior Designer</p> <p>Story board artist</p> <p>Animator</p> <p>Gaming Concept Designer</p>	<p><i>(Historical context)</i></p> <p>DoE 2. Subject Aims</p> <p>- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries • develop an awareness of the purposes, intentions and functions of art,</p>
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Spring Term 1

<p>Pattern</p>	<p>In depth study of objects, with the emphasis in contrast and colour psychology</p> <p>Introduction of oil / chalk pastels and using a restricted palette.</p> <p>Blending techniques using pastels</p> <p>Repeat pattern study based on William Morris.</p> <p>Colour harmony; hot & cold colour palette</p> <p>Learning about abstraction and extreme close up (Georgia O’Keeffe)</p>	<p>Additional skills in contrast through graded pencils and monochrome studies. (Black & White)</p> <p>Mixing and smudging by hand and using blending stumps.</p> <p>Close observation of colour ratio for creating hot / cold palettes</p> <p>Researching, listening and working within a different cultural.</p> <p>Higher-level thinking.</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>		<p>Art therapist</p> <p>Colours linked to emotions -Blue (sad), red (angry) green (envy) etc</p> <p>Designer</p> <p>Awareness of colour uses for moods in <i>commerce</i> and in a historical context (<i>purple –monarchy, freedom, gold – wealth / special, etc.)</i></p> <p>Psychologist</p> <p><i>Teamwork and diplomacy.</i></p> <p>Cultural sensitivity.</p> <p>An appreciation of different cultures.</p> <p>Archaeologist</p> <p>Compassion, understanding.</p> <p>○ Dignity of God’s people</p>	<p>Patterns link to the previous Art Nouveau topic and floral studies also lead onto William Morris project in KS4.</p> <p>Floral close ups are indicative of Georgia O’Keeffe, an important female artist and it links to a study of her in KS4</p> <p>DoE Curriculum content. 8. Knowledge and understanding</p> <p>the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</p>
<p>Cultural art</p>	<p>A basic study of Aboriginal art and language. The ancient pictorial symbols that form their early language are explored, adapted and re-developed by</p>					

<p>students into a modern-day context.</p> <p>Skills developed are idea development- the re-imagining of art but with a cultural context, using sensitivity.</p>			<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>		<ul style="list-style-type: none"> ○ Community and participation ○ Dignity in work ○ Solidarity ○ Charity ○ Compassion for others ○ Care for creation ○ Community and participation ○ Care for creation ○ Dignity in work ○ Peace and reconciliation ○ Personal ○ Social ○ Moral ○ Cultural ○ History ○ Geography ○ Maths ○ English ○ Literature ○ MFL 	<p>Links to <i>Impressionism</i> – start of Autumn half term.</p> <p>Links to colour theory/history – use of Earth colours, ‘paint’ using nature – berries, grass, soil.</p>
Spring Term 2						
		<p><i>As above for new Year 8 classes after rotation of classes.</i></p>				
Summer Term 1						
Summer Term 2						