

Curriculum Intent and Implementation 2022-23

Subject: Art and Design

Year group: 8

Periods per fortnight: 2

INTENT:

aims of the curriculum -:

Art and Design lessons will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Students will be encouraged to think critically and develop an understanding of art and design and how it both reflects and shapes our history and contributes to cultural creativity.

What will students to know/understand/be able to do?

- In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

Students will achieve -:

- Produce creative work, Explore ideas and record experiences.

(Links to KS4 and 5 – AQA A01, A03)

- Become proficient in drawing/painting, and a range of art techniques such as printing, photography, 3D, texture, montage etc.

(Links to KS4 and 5 – AQA A02, A03 and A04)

- Evaluate and analyse creative works using the language of art. Learn about great artists and understand the historical and cultural development of different art forms.

(Links to KS4 and 5 – AQA A01, A03 and A04)

IMPLEMENTATION:

Curriculum Overview Year 8 Art and Design 2022-23

Year group: 8

Subject (include exam board if examination subject): Art and Design

Periods per fortnight: 2

KS3 Curriculum map			
<p>Term 1</p> <p>14-15 lessons</p> <p>Sept - Xmas</p>	<p>Year 7</p> <p>Colour Theory</p> <ul style="list-style-type: none"> ● Colour wheel ● Primary colours ● Secondary colours ● Tertiary colours ● Harmonising ● Temperature ● Complimentary ● Layering ● Blending ● Landscape ● Composition ● Mixing ● Tints, tones & shades ● Pattern ● Radial symmetry <hr/> <p>Tasks</p> <ol style="list-style-type: none"> 1. Title page and mind map 1-2 2. Colour wheel. 1-2 3. Cold, warm harmonious butterfly. 1-2 4. Complementary radial symmetry 1-2 5. Making brown 1-2 6. Tint, tone & shade scales & landscape 3-4 <p>8-14 lessons</p>	<p>Year 8</p> <p>1960's</p> <ul style="list-style-type: none"> ● Planning ● Development ● Tonal drawing ● Block colouring ● Scale ● Placement ● Pop Art - Movement ● Andy Warhol ● Roy Litchenstein ● Jasper Johns - Artist ● numbering ● Composition ● Line drawing ● Scale ● Placement ● Layering ● Tonal blending ● Tint, tone & shade <hr/> <p>Tasks</p> <ol style="list-style-type: none"> 1. Value scale and tonal drawings of food. 2-3 2. A3/double page pop art food drawing. 3-4 3. Jasper Johns layered numbers. 2-3 4. Cone Art. 2-3 5. Psychedelic pattern or landscape 2-3 <p>13-19 lessons</p>	<p>Year 9</p> <p>Perspective</p> <ul style="list-style-type: none"> ● Lettering ● Dexterity ● Measuring ● Planning ● Drawing ● Designing ● Colouring ● Tonal colouring ● Creative thinking ● Composition ● Scale ● Accuracy ● Block colouring ● Single point perspective ● 2 point perspective ● Shape ● Multiple perspective ● David Hockney - Artist/Photographer ● Collage <hr/> <p>Tasks</p> <ol style="list-style-type: none"> 1. Single point name. 2-3 2. Single point pattern. 3-4 3. 2 point floating blocks. 2-3 4. 3 point perspective blocks 2-3 5. Montage face drawing. 2-3 6. Collage face 1-2 <p>12-17 lessons</p>

<p>Term 2</p> <p>12 lessons</p> <p>Jan - Easter</p> <p>+5 lessons (first half of next term)</p> <p>17 lessons</p>	<p>Year 7</p> <p>Tone & Texture</p> <ul style="list-style-type: none"> ● Value scales ● Tonal drawing ● Pressure ● Proportion ● Accuracy ● Mark making ● Van gogh - Artist ● Zentangles ● Pattern ● Collage ● Texture ● Painting ● Aboriginal art ● Dot painting ● Grid drawing ● Animal pattern <hr/> <p>Tasks</p> <ol style="list-style-type: none"> 1. Value scale and sphere. 2-3 2. Grid tiger. 3-4 3. Mark making grid. 1-2 4. Patterned animal 2-3 5. Van gogh landscape. 2-3 6. Aboriginal story. 1 7. Wax resist. 1 8. Add dots. 1 <p>13-18 lessons</p>	<p>Year 8</p> <p>Pattern & Printing</p> <ul style="list-style-type: none"> ● Day of the dead ● Symmetry ● Pattern ● Colour blending ● Block colour ● Printing ● Designing ● Developing ● Scale ● Placement ● Accuracy ● Mandala patterns ● Radial symmetry ● Wax resist ● Tonal patterns <hr/> <p>Tasks</p> <ol style="list-style-type: none"> 1. Mandala wax resist. 2-3 2. Tonal pattern. 3-4 3. Symmetry skull. 2-3 4. Background for skull. 2 5. Flowers. 1 6. Print board. 1 7. Printing. 1 8. Develop prints. 1 <p>13-16 lessons</p>	<p>Year 9</p> <p>Portraiture</p> <ul style="list-style-type: none"> ● Collage ● Continuous line drawing ● Blind drawing ● pattern ● Pen painting ● Sketching ● Mapping out ● Planning ● Creative thinking ● Paul Klee - Artist ● Analysis ● Shape ● Portraiture ● Colour theory- harmonising ● Proportions ● Tonal shading <hr/> <p>Tasks</p> <ol style="list-style-type: none"> 1. Half face. 2-3 2. Facial features 1-2 3. Full portrait. 3-4 4. Collage funny faces. 1-2 5. Blind drawing. 1 6. Colour blind drawing. 1-2 7. Paul Klee collage. 2-3 <p>10-15 lessons</p>
<p>Term 3</p> <p>5 lessons</p> <p>April - Summer</p>	<p><u>Continue from Term 2</u></p> <p><u>For half a term</u></p> <hr/> <p><u>Move up after HT</u></p> <p>Year 8</p> <p>Cubism</p> <ul style="list-style-type: none"> ● Tonal drawing ● Accuracy ● Cubism - Movement ● Tone ● Development ● Planning ● Creative thinking ● Scale ● Placement ● Composition 	<p><u>Continue from term 2</u></p> <p><u>For half a term</u></p> <hr/> <p><u>Move up after HT</u></p> <p>Year 9</p> <p>Sealife</p> <ul style="list-style-type: none"> ● Planning ● Development ● Tonal drawing ● Colour blending with pencils ● Accuracy ● Proportion ● Scale ● Placement <hr/> <p>Tasks</p>	<p><u>Continue from term 2</u></p> <p><u>For half a term</u></p> <hr/> <p><u>Move up after HT</u></p> <p>GCSE</p>

	<hr/> Tasks <ul style="list-style-type: none"> 1. Tonal drawings of bugs. 2. A5 Cubism piece 3 	<ul style="list-style-type: none"> 1. Tonal drawing shells. 2 2. Colour blending shark. 3 	
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IMPACT: Measure -:

- Student work books – standard of work, completion of SOW and extended/differentiated materials
- Work scrutinies
- Learning walks and lesson observations - L@SW/ L@L
- Reporting
- Assessment data.

Link to virtues -:

- **Resilience** - Acceptance of both success and failure and realisation that they work together in art and design both are needed to succeed and move forward.
- **Ambition** - show case good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- **Confidence** – Students are engage to take more responsibility for their learning and planning in preparation for year 11, 6th form, exam period s and working life. Confidence is enhanced by praise and award for achievement.
- **Respect** - Art team set high standards in terms of class conduct, behaviour policy , respect and appreciation for their environment and others working in the department.
- **Empathy** – Students are taught to Value of each other's differences and the part everybody plays to reach a goal.

Assessment and Intent - :

- 1 (Understand) Show a level of understanding within elements of art history including periods, styles and major movements from ancient times to present day.
(Progression A01 – Develop Ideas)
- 2 (Techniques) Develop and use a range of art and design techniques in order to record observations in sketchbooks/journals in different media as a basis for exploring ideas. (Progression A02 - Explore)
- 3 (Skill) Show proficiency in the handling of different materials and media. (Progression A03 - Record Ideas)

4 (Analyse) Evaluate own and others work in order to strengthen the visual impact and application of art works. (*Progression to A01,A04 Present*)

4 assessment strands:

- **Emerging** – Working below. - E
- **Developing** – Working closely towards secure level - D
- **Secure** – working at expected NC level for end of ks3 - S
- **Mastered/Mastered*** – working above – M /M* - *exceptionally above*.