

Curriculum Intent and Implementation 2019-20

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 2019-20

Year group: 8

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

Periods per fortnight: 2

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
AUTUMN	1 Portraiture, Pop Art, Andy Warhol – Choice of dry media	Intro to project – Facial features – Pencil shading. LO – To show skills in accuracy and proportion. To show tone through pencil shading	Encourage students to work at home each fortnight to complete their extended learning time.
		Andy Warhol portrait study A4 – half or section of image copy – colouring pencil LO – To develop skills in accuracy and proportion. To improve understanding of Artist style. Extension task – zoom in and enlarge sections of facial features – oil pastels	Help to facilitate a quiet spacious working area where possible.
		Sketch/trace/carbon copy HW portrait x4 A5 LO – To further develop skills in accuracy and proportion. To create a portrait copy in the style of Andy Warhol.	Students benefit from using their own media as this avoids the necessity to share school
		Extension task – 1 st finish last lessons extension task if incomplete. 2 nd sketch out final outcome colour plan.	resources, Colour pencil /paint/brushes etc; are common materials used in art lessons.
		Colour 4 A5 images – oil pastel colouring pencil/pastel and watercolour resist. Student choice of above media or mix of all. LO – To use current knowledge of materials to complete a final outcome. To work in exam conditions. Extension task – 1 st finish any incomplete work in sketchbook. 2 nd Evaluate final outcome.	Encourage students to attend the KS 3 Art club.
	2 Day of the Dead skulls – Printing & Wax resist	Extended Learning -: Research page on Andy Warhol – portraits - Set on Google classroom Selfie/Photo of self or picture of celebrity (portrait) Set on Google classroom Research page on colour wheel, colour theory Set on Google classroom.	
		Intro to project – Skull design A5, template given. LO – To show understanding of symmetry and pattern	
		Create print board of skull design. LO – To develop an understanding of the printing process. To develop skills in printing	
		Printing lesson LO – To develop an understanding of the printing process. To develop skills in printing	
		Create different colour patterns by developing prints. To mount prints and print board in book LO – To creatively develop existing work.	

		<p>A3 oil pastel and water colour resist of decorated skull. Template given.</p> <p>LO – To develop skill in wax resist. To work in exam conditions.</p> <p>Extension task – 1st finish any incomplete work in sketchbook.</p> <p>2nd Evaluate final outcome.</p>		
		<p>Extended Learning :</p>		
		<p>Research page on Day of the dead.</p> <p>Set on Google classroom</p>		
		<p>Pencil drawing of skull showing shading and tone</p> <p>Set on Google classroom</p>		
		<p>Research page on various printing techniques</p> <p>Set on Google classroom</p>		
S P R I N G	<p>3</p> <p>Mini beasts,</p> <p>Cubism –</p> <p>Collage</p>	<p><u>Intro to project</u> –</p> <p>Colour pencil study of insect – Butterfly or beetle.</p> <p>LO – To develop skills in accuracy and proportion, tone and colour blending</p>		
		<p>Cubism study A4 – half or section of image copy – colouring pencil or Oil pastel</p> <p>LO – To develop skills in accuracy and proportion. To improve understanding of Artist style.</p> <p>Extension task – 1st finish any incomplete work. 2nd Zoom in on section of insect and enlarge</p>		
		<p>Using photocopies of insect drawing and HW drawing</p> <p>Cut up and re-arrange to create Cubist style final outcome A3.</p> <p>LO – To develop an understanding of the Cubist style. Extension task – finish any incomplete work in sketchbook.</p>		
		<p>Work into collage with oil pastel and Watercolour, draw in the gaps to complete cubist style final outcome.</p> <p>LO – To develop an understanding of the Cubist style. To work in exam conditions.</p> <p>Extension task – 1st finish any incomplete work in sketchbook. 2nd Evaluate final outcome.</p>		
		<p>Extended Learning:</p>		
		<p>Pencil drawing of insect.</p> <p>Set on Google classroom</p>		
		<p>Research page on Cubism</p>		

	4 Perspective drawing, Alisdair Miller - Choice of dry media	Set on Google classroom.	
		Intro to project – Share Assessment grid. Single point perspective drawing of shapes. Tonal shading LO – To develop your skills and understanding of single point perspective drawing. Extension task – Add a background	
		2 point perspective drawing of shapes – colour pencil or tonal shading LO – To develop your skills and understanding of 2 point perspective drawing. Extension task – Add a background	
		Alisdair Miller study – section of image copy A4 LO – To develop skills in accuracy and proportion. To improve understanding of Artist style.	
		Create a piece of perspective Art using prior knowledge – A3. Any choice of dry media. LO – To use current knowledge of processes and techniques to complete a final outcome. To work in exam conditions. Extension task – 1 st finish any incomplete work in sketchbook. 2 nd Evaluate final outcome.	
S U M M E R	5 Surrealist trees, Natasha Wescoat – Wax resist	Intro to project – Share Assessment grid. Trees and leaf drawings – Pencil sketches LO – To show skills in accuracy and proportion. To develop shading and tonal skills	
		Natasha Wescoat Artist study A4 – Oil pastel and water colour LO – To develop skills in accuracy and proportion. To improve understanding of the Artists style. Extension task – To complete/improve pencil studies from last lesson	
		Create own Natasha Wescoat style drawing, use HW images for inspiration A3 LO – To further develop skills in accuracy and proportion.	
		Wax resist drawing from last lesson in the style of Natasha Wescoat LO – To use current knowledge of materials to complete a final outcome. To work in exam conditions. Extension task – 1 st finish any incomplete work in sketchbook. 2 nd Evaluate final outcome.	
	6 Sports Specialism, Sports day	Extended Learning:	
		Observational drawing of a landscape/out of window/garden/park – any media Set on Google classroom	
		Image page on trees Set on Google classroom	
		Your own surrealist landscape drawing in any media Set on Google classroom	

IMPACT: Measure -:

- Student work books – standard of work, completion of SOW and extended/differentiated materials
- Work scrutinies
- Learning walks and lesson observations
- 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** – working above - M