



Year 8 Art

Aims:

- *To develop ideas through investigations*
- *To experiment with media, materials and techniques*
- *To record ideas and observations*
- *To present a personal and meaningful response*

Content:

Within Art lessons students will be focusing upon a range of driving questions which encourage students to develop via increasing knowledge and understanding and practical artistic skills and to engage with the world around them. A range of historical, cultural and artistic references will be explored as well as developing proficiency utilising a variety of different media.

Year 8 begins with exploring how British food and drink heritage contributes to British cultural life and helps answer the driving question 'What Makes Britain Great?' This unit actively encourages students to reflect at various historical and critical links such as the work of Banksy and Grayson Perry using interpretation and analytical skills. Text and images are explored alongside developing observational drawing skills. Students then will continue to look at the role of diversity of cultural influences to expand their knowledge and understanding further through the question 'Why should I care about Diversity?', encouraging reflective engagement with the theme and issues. In the final term, students will be investigating the art genre of Steampunk and develop ideas from the inquisitive and inventive Victorian engineering era. This project aims to improve research and visual communication skills and answering the driving question 'How does the past and present inform your future?'

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	What Makes Britain Great? Looking at a range of mark making techniques and visual elements such as line and tone to create different effects on the audience. Students will develop their own portraits from direct observation and imagination.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 2	Why do I care about diversity? (Cultural influences) Reflecting on the diversity of plants and animals enriching our planets biodiversity.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 3	How does the past and present inform your future? We will be looking at the role numbers plays in our day to day lives. Both historical and contemporary connections will be referred such as bar codes and the solar lunar calendar.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.

Assessment:

Students will be regularly assessed on their visual and written development of ideas, experimentation with media, recording and presenting skills. These will include formal teacher assessed pieces of work as well as implementing opportunities for peer and self-assessment.

Extended Learning:

In addition to the formal Art curriculum, students will be required to complete additional tasks at home to support their understanding.

Further opportunities are available through the school's enrichment programme.

Equipment:

Students will be provided with sketchbooks in class to record their work as it develops and are required to bring a HB and 2B pencil, rubber, pencil sharpener, 30cm ruler and black biro to all lessons.

Connection to the JTFS Approach

Whole School Theme	How does <i>Art</i> support this?
STRIPE	In Art many of the STRIPE habits will overlap. Broadly in term 1 we will be using enquirer, innovate and create skills as we look at Food and Drink branding, in term 2 we will be reflective as we look at issues around the cultural diversity. In term 3 enquiring further into personal connections that can be made with number. Throughout the year students will be participating in group and individual tasks and often have to collaborate in teamwork situations as they reflect on their own and others work. Resilience is developed by continuous self- manager skills as we look to improve our own skills.
STEAM	Skills taught are linked with Maths in Term 1 through the development of accurate drawing using the grid method. In Term 2 there are significant cross overs with scientific concepts including biodiversity and discovery.
Literacy	Our programme of study includes key specialist vocabulary in the knowledge organisers kept in the sketchbooks. For example: visual elements, scale, proportion, colour theory. Factual artist biographies are available in the LRC and through extended learning tasks
Numeracy	We use accurate and estimated measurement, scale and proportion skills as we develop ideas such as scaling up proportions in Food & drink logos.
SMSC, British Values and Citizenship	Different viewpoints and ideas are shared frequently throughout the year, for example in term 2 how different cultural perspectives affect shape, colour and pattern to represent cultural identity.