



Year 8 Art

Aims:

- To build **skills** in art through practical investigation
- To be **creative** with a range of media, materials and techniques
- To **reflect** on own and others' work
- To build **knowledge** of context to develop understanding and meaning

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 range of different media.

Year 8 begins with exploring how powerful British food and drink heritage is, and how it contributes to cultural life, and helps answer the driving question 'What is Power, and why do we want it?'. 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. In the second term, students will be investigating numbers as subject matter for Art, analysing the work of Jasper Johns. This project aims to improve research and visual communication skills and answering the driving question 'How does the past and present inform your future?' Students will then continue to look at the role of biodiversity influences to expand their knowledge and understanding further through the question 'Is impact always positive?' encouraging reflective engagement with the theme and issues.

Curriculum Map:

Year	Term	Curriculum	Assessment
8	Term 1	What is Power and why do we want it? 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	How does the past and present inform your future? We will be looking at the role numbers play in our day-to-day lives. Both historical and contemporary connections will be referred to 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.
	Term 3	Is impact always positive? Reflecting on the diversity of plants and animals enriching our planet's 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.

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 pencil, rubber, pencil sharpener, 30cm ruler, and black biro to all lessons. A glue stick is also recommended.

Connection to the JTFs Approach

Whole School Theme	How does Art 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, enquiring further into personal connections that can be made with numbers. In term 3 we will be reflective as we look at issues around biodiversity. 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 crossovers with scientific concepts such as 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 and drink logos.
SMSC, British Values and Citizenship	Different viewpoints and ideas are shared frequently throughout the year, for example in term 1 how Art has the power to influence us as consumers and consider our ethical values against our consumer choices.