



Year 8 Curriculum Overview

Rationale: The Year 8 Art Curriculum is designed to give students as much experiences as possible of different drawing, painting and 3D materials as possible, so that students make choices and preferences in the production of their artwork. This will build on experiences in year 7, so students can keep practising, whilst enjoying using new materials, tools and techniques. Students will look at and create art after looking at a variety of Artists as this inspires students to see the variety of Art styles available in the world.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	In the first half term students will study the abstract style of Ruth Piper and after creating cogs with interesting patterns and effects. They will then create an outcome that combines and refines their knowledge of collage cogs and balanced colour.		
	Students are creating an A3 final piece inspired by Ruth Piper. They will create and use interesting cog shapes, patterns and colour to create an interesting composition. Teacher demonstrations and scaffolding of paper manipulation will support the creative process. Colour theory will reinforce so that compositions are balanced in colour and shape.	FAR 1 A02 refine ideas, after reflecting and creating interesting compositions. To use and combine creative paper cogs with interesting and balanced colour. • composition • shape • balance • manipulate Manipulate	Minimum homework expectation - to be set on G4S 1. research the Artist Ruth Piper and provide four coloured examples of her cog artwork. 2. Find ten cogs from the internet that could inspire your own cog designs. Draw some of these. Print off ready to stick into your sketchbook. 3. Draw round circles at home and turn these into cog shapes- they can have patterns, colour or collage inside. Optional homework tasks and Literacy resources • Create a piece of artwork that uses cogs or circle. Use any material you would like to use.

	Students will expand on their knowledge of Ruth Piper and make card/clay constructed outcomes. , They will explore ways to construct and use cogs/circles in relief outcomes.	FAR 2 A02 Explore materials, tools and techniques. To explore other materials and create constructed outcomes. • SHAPE • RELIEF • CONSTRUCT • PATTERN • LAYER	Minimum homework expectation - to be set on G4S 1. Look on google for steam punk cog work. Print off your favourite and shay why you like it. 2. Make a fish or a bird with cog shapes inside. Optional homework tasks and Literacy resources • Look at the artwork called circles in a circle by Wassily Kandinsky. Can you create your own version in colour.
Spring Term	Year 8 will explore 3D materials for the first part of the term. Students will develop construction techniques in card and clay, refining these into a clay mask inspired by the style of American Artist Kimmy Cantrell. In the second half of the term students will record coral form and respond to the impact of global warning and plastic wastage on the environment. The recording completed this half term will be used to develop more 3D outcomes.		
	Students will record African masks and patterns to broaden their knowledge on how masks serve a purpose in tribal customs. Students will be introduced to the clay masks of Kimmy Cantrell and then create four of their own. They will then choose their favourite one and refine the design further with patterns. From the refined plan students will learn to construct in card/clay making their own mask. Students will adapt and further improve as they make their mask.	FAR 3 :- A01 & A02 explore processes and materials for ideas. Students will be assessed on their ability to plan and adapt a card/clay mask in the style of Kimmy Cantrell. • Making skills • Use of kimmy Cantrell colour palette. • Use of pattern and line • Semi- abstract facial features. • Adapting scale of the design. Learning Ladders of past students work will help with the identification of progress overall and help students set goals to improve.	Minimum homework expectation - to be set on G4S 1. Research African masks and how they are used. 2. Flip Learning- see the homework sheet on G4 schools and give the creative ones a go. Complete at least two and bring them in. 3. Print out four masks by Kimmy Cantrell that you like and describe them. Optional homework tasks and Literacy resources • www.britishmuseum.org/collection use this website and type into search bar 'cultural masks'- do a pencil study of your favourite mask. • Create more of the Flip Learning- see the homework sheet on G4 schools and give the creative ones a go. • Using materials at home create your own tribal mask- use cardboard, plastic milk cartons etc. decorate with patterns using paint/string etc.

	Students will record coral shapes and sea creatures to create a 3D clay outcome, after planning and testing out thumbnail sketches. There are careers references in March that will be delivered to students regarding Jobs in the Art industry.	FAR 4:- A03- recording images for a purpose whilst concentrating on the formal elements. Students will be assessed on the ability to record coral and sea creatures, building on prior knowledge of the Formal elements and the materials used over the course so far. • TONE • FORM • LINE • TEXTURE • SHAPE Learning Ladders of past student's work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.	Minimum homework expectation - to be set on G4S 1. Find a sea creature and draw this in biro. 2. Find coral shapes, print off and collage to make a circular or square tiles. Annotate work: Use the keywords Tone, Texture, Shape and Form to explain your work. Optional homework tasks and Literacy resources • Research and present information on the impact of global warming on the Great Barrier Reef. • Research the impact of plastics on our oceans and sea life.
Summer Term	Recording a variety of natural forms in a variety of materials including fine liner, biro, water colours, oil pastel transfer, coffee painting exploring how best to manipulate line, shape, texture and form of these. In the last half of the term students will record their own favourite natural forms in materials of their choice and then plan compositions ready for a large mixed media outcome.		
	<i>Students will use the FORMAL ELEMENTS to create recordings of nature using different materials. They will be supported with teacher demonstrations before trying these materials out themselves.</i> <i>Students will be encouraged to draw outside of the class and present all work with pride.</i>	FAR 1 A03- record observation: SHAPE, LINE, TEXTURE A02- explore materials, processes and techniques to record with. Students will be assessed on their overall shading and blending skills, as well as their application of tones when recording natural forms. FORMAL ELEMENTS are: _ • TONE	Minimum homework expectation - to be set on G4S • Create a collage shell. A PowerPoint will show good examples to help you. • Draw a slice of fruit or a vegetable in any material you have at home and want to use. • Draw one of the four fish images in biro. The images will be provided. Optional homework tasks • Draw a zentangle fish and another animal from the PowerPoint provided.

		• FORM • LINE • TEXTURE • SHAPE • PROPORTION There are opportunities to use self and peer assessment so that strengths and weaknesses are identified. This helps with the written responses and setting of goals in this half terms FAR. Learning Ladders of past student's work will help with the identification of progress overall.	• Draw a zentangle feather • Day of the Dead skull drawing combining skull form with pattern.
	Students will choose four natural forms to record from, recording the shape, texture and form of these in materials they enjoy. These four natural forms will be used to plan a composition to create larger. Students will need to adapt the scale of the four natural forms and consider the background too. Students will have four lessons to create their final piece they have planned and refine the formal elements and use of mixed materials.	FAR 2 • TONE • FORM • LINE • TEXTURE • COMPOSITION • SHAPE • PROPORTION Learning Ladders of past student's work will help with the identification of progress overall and help students set goals to improve.	Minimum homework expectation - to be set on G4S 1) Find four natural forms to bring into school and draw from for your final piece. These can be real, photos or print outs from the internet. 2) In material of your choice draw your natural forms in detail and form. 3) Watch this video link on mixed media compositions. https://www.youtube.com/watch?v=pl5_BUklp3M Optional homework tasks and Literacy resource Find an artist who uses draws or paints natural forms and produce a piece of work in their style.