

Art
Year 8
Curriculum Overview



THE HART
 SCHOOL
 Creative
 Education
 Trust

Intent: Year 8: By the end of the year students will have developed a broader range of drawing skills that stretch and challenge their creativity and developed a body of work in order to produce a final piece. They will begin to forge cultural and contemporary connections in Art and Design to their own work, and use these to shape their work. They will understand the process of developing a design using primary and secondary sources and be able to hone their designs by refining their initial idea. Students will begin to experiment with media and techniques, understanding in order to select the appropriate processes and materials for their final piece. Students will have a solid understanding of the Key Concepts of Structure, Pattern, Meaning and Performance in art and design.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	The formal elements through experimental drawing from observation	Application of media and acquisition of techniques	Contextual and contemporary connections and artist research Developing artistic language	Experimentation and design development and refinement Positive and negative space	3D and mixed media Texture, line, form and negative and positive space	3D to 2D Extended drawing practice from sculpture
Additional support links: Here are links to additional resources which will help your child	Three Knowledge Connected Days in Structure, Pattern and Human Interaction, with each curriculum subject delivering lessons through the lens of one Key Concept. One day per year to include a visiting from a Key Concept Ambassador. Reward opportunity to act as a 'Knowledge Connected Ambassador' for the year – a cross-Trust initiative rewarding selected students with cultural and vocational experiences. Educational visits (museum, art gallery, sculpture park, local college). Opportunity to participate in cross-Trust activities; Michael Dickson Photography Prize, Day of Shakespeare. Opportunities of extra-curricular clubs. Analyse how Art and Design contributes to culture, creativity and wealth of the nation. (National Curriculum) Introduction to a range of careers and industries in the creative spectrum and beyond. Designer, Architect, Engineer, Artist, Sculptor, Interior Designer, Industrial Designer, exhibition designer. Textile Designer, illustrator, Packaging Designer, Coder, Graphic designer, Wallpaper design, stylist, multimedia programmer. Teacher, Art Historian, arts administrator, restorer, museum/gallery curator, concept artist, art therapist, Actor, community worker.					
Knowledge: Included here is the specific knowledge your child will learn in detail	Students will understand the structural composition of natural objects through observational studies and how 2-dimensional forms can be made to appear 3-dimensional using shading and perspective and can link this to the Key Concept of Structure.	Students will understand the properties, performance and technical application of a wide range of mark making techniques and media that can add to the illusion of 3-dimensionality to a 2-dimensional drawing and can link this to the Key Concepts of Structure and Performance.	Students will be able to identify the visual characteristics of an artist's work, discuss their findings with others, and record them in written annotations. Students will be able to link this to the Key Concept of Pattern.	Students will understand the pattern between shapes in the observational drawings and identify family of shapes through material manipulation and processes informed by their self-chosen artist from the list and can link this to the Key Concepts of Pattern and Performance.	Students will understand the connection between the performance of materials, the structural composition and the surfaces and planes of the sculpture and can link this to the Key Concepts of Structure and Performance.	Students will understand the process of the transition of 3D to 2D and select relevant materials to convey meaning and value and can link this to the Key Concepts of Meaning and Performance.
Skills: Included here is the specific skills your child will learn in detail	Fine motor skills Drawing and shading Experimental drawing and material manipulation Experimentation of media, materials, techniques and processes.	Shapes, spaces and measures. Technical drawing Creative problem solving	An openness to new influences and concepts. Contextual and cultural understanding. Exploration of ideas and views	Experimentation of media, materials, techniques and processes	2D design into 3D construction. Project design Critical and evaluative skills	Observation, research and analytical skills Develop individual ideas and collaborate with others Independent thinking and production. Project realisation.



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	Visual communication.					
Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.	Structure, formal elements, shape, form, line, texture, tone, colour, balance, performance, proportion, space, composition, accuracy	Movement, Emphasis, Balance, Tone,	Pattern, visual characteristics, style Contextual reference, cultural reference, artist, designer/maker, craftsperson, photographer Research, investigate, analyse		Structure, texture, line, tone, positive, negative, composition, accuracy,	Explore, develop, experiment, refine, improve, realise. Collate, create, present, purpose, express, generate, consolidate, competent, confident.