

Year 8 Art Term 1

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
IDENTITY	2 PER FORTNIGHT	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - Portraiture; what is a portrait? Be able to identify the features of a portrait and know what constitutes a portrait. - Proportion; understand what it means to be 'in proportion' and to be able to proportion the face as accurately as possible. - Colour Theory; primary, secondary, complimentary, tertiary and harmonious. - To know what colours are used to make skin tones. - Discover and learn about portrait artists, historical and contemporary. - Proportion - Tone - Surreal - Realistic - Abstract - Expressive - Composition - Elements of Art; line, shape, colour, texture, space, value form. - Knowledge of great artists, designers and craftmakers. - Knowledge of movements and key dates. - Knowledge of a range of artist styles and mediums. <p>SKILLS</p> <ul style="list-style-type: none"> - Drawing using the grid method/tracing. - Painting; skin colour mixing. - Drawing using oil pastel. - Analysing and evaluating work and the work of others. - To develop fine motor skills - Researching - Investigating - Creativity - Analysing - Forming opinions and judgements 	Resources on teams.	<p>CEIAG</p> <p>Learning about practising artists. Learning about the various career pathways in Art & Design through discussion.</p> <p>SMSC</p> <p>Developing views, feelings and issues whilst making personal responses or when writing about the work of artists. Exploring how views differ and gain and an understanding of artworks. Celebrating artists with physical differences through investigating and exploring their techniques.</p> <p>NUMERACY</p> <p>Be able to use a ruler correctly to measure a grid for drawing. Be able to proportion and know the proportions of the face.</p> <p>LITERACY</p> <p>Key Terms on power point slides Development of literacy through analysis and evaluation. SPAG checked when work is marked. Literacy codes on the front of all books. Literacy marking in every assessment. Writing frames provided to support students writing.</p>	<p>Problem Solving</p> <p>Autumn assessment is linked directly to this pillar. Learning the grid method and applying it to a drawing independently.</p> <p>Mathematics</p> <p>See numeracy links and assessment using a ruler and measuring.</p> <p>Creativity</p> <p>Students produce their own title page for the project leading to very personal and creative outcomes.</p> <p>Writing</p> <p>Students have an artist analysis homework.</p> <p>These are specific tasks for the students linking to the pillars but each pillar has overarching links; the overview is in the front of their books.</p>	<p>SEND</p> <p>Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p>MORE ABLE</p> <p>If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p>	<p>FORMATIVE</p> <p>Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p>SUMMATIVE</p> <p>Grid method assessment in Autumn 1/2 linked to problem solving.</p> <p>FACTUAL RECALL</p> <p>Testing prior knowledge in starter activities/plenary activities.</p>

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
STRUCTURES AND ILLUSIONS	2 PER FORTNIGHT	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - What is Op Art? - Op Art influences on contemporary architecture; visual examples and artist/designer links, Bridget Riley, Fernando Perxioto, Adam Nathaniel Fumen - 1, 2 & 3 point perspective - Vanishing point - Horizon line - Parallel lines - Shading - Rendering - Abstract - Illusion - 3dimensional - Movement - Pattern - Composition - Horizontal/vertical lines - Elements of art; line, shape, colour, texture, value, form, space - Colour theory <p>SKILLS</p> <ul style="list-style-type: none"> - 1, 2 & 3 point perspective drawing - Drawing using a ruler - Analysing and evaluating work and the work of others - Rendering using colouring pencils - To develop fine motor skills; cutting and collaging, using pencils, rulers and other equipment. - Polyester print making - Optical illusion drawing - Creativity - Sculpture – working to scale 	Resources on teams.	<p>CEIAG</p> <p>Learning about practising artists.</p> <p>Learning about the various career pathways in Art & Design through discussion.</p> <p>SMSC</p> <p>Developing views, feelings and issues whilst making personal responses or when writing about the work of artists.</p> <p>Exploring how views differ and gain and an understanding of artworks.</p> <p>international women's day March 8th (appreciation of female artists linking to the theme)</p> <p>LGBT History Month (Feb)</p> <p>NUMERACY</p> <p>Be able to use a ruler correctly to ensure precision in technical drawing.</p> <p>Drawing shapes.</p> <p>Divide sections up accurately within drawing.</p> <p>LITERACY</p> <p>Key Terms on power point slides</p> <p>Development of literacy through analysis and evaluation.</p> <p>SPAG checked when work is marked. Literacy codes on the front of books.</p> <p>Writing frames provided to support students writing.</p>	<p>Mathematics</p> <p>See numeracy links.</p> <p>Drawing 2D and 3D shapes using perspective.</p> <p>Creativity</p> <p>Students produce their own title page for the project leading to very personal and creative outcomes.</p> <p>These are specific tasks for the students linking to the pillars but each pillar has overarching links; the overview is in the front of their books.</p>	<p>SEND</p> <p>Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p>MORE ABLE</p> <p>If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p>	<p>FORMATIVE</p> <p>Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p>FACTUAL RECALL</p> <p>Testing prior knowledge in starter activities/plenary activities.</p>

-Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
SOCIETY TODAY	2 PER FORTNIGHT	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - Knowledge of street art as a movement; its origins and great artists associated with the movement. - Knowledge of processes artists use to create artworks on the street. - Knowledge of how artists use and explore social issues in their work to communicate their ideas. - Knowledge of instruction and practical processes. - Knowledge of health and safety. - Knowledge of photopea; how to use technology to create artworks. - Knowledge of composition. <p>SKILLS</p> <ul style="list-style-type: none"> - IT skills; photopea - Practical processes; stencilling, drawing, printing, decollage. - Writing skills; evaluating, analysing. - Creativity; designing ideas, generating ideas. 	<p>Resources on teams.</p> <p>PP has lesson structure.</p>	<p>CEIAG</p> <p>Learning about practising artists.</p> <p>Learning about the various career pathways in Art & Design through discussion.</p> <p>SMSC</p> <p>Developing views, feelings and issues whilst making personal responses or when writing about the work of artists.</p> <p>Exploring how views differ and gain and an understanding of artworks.</p> <p>Disability Pride Month (July)</p> <p>Mental Health Awareness Week (May)</p> <p>LITERACY</p> <p>Key Terms on power point slides</p> <p>Development of literacy through analysis and evaluation.</p> <p>SPAG checked when work is marked.</p> <p>Literacy codes on the front of books.</p> <p>Writing frames provided to support students writing.</p>	<p>There are specific tasks for the students linking to the pillars but each pillar has overarching links; the overview is in the front of their books.</p>	<p>SEND</p> <p>Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p>MORE ABLE</p> <p>If a student finishes their work quickly, ask them to check it and think about how they might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p>	<p>FORMATIVE</p> <p>Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary; not always with a close the gap task.</p> <p>SUMMATIVE</p> <p>Summer Assessment – Knowledge and Skills test.</p> <p>FACTUAL RECALL</p> <p>Testing prior knowledge in starter activities/plenary activities.</p>