

CURRICULUM MAP (Long term plan)

SUBJECT : Art

YEAR GROUP : 8

| | Cycle 1 Autumn | Cycle 2 Spring | Cycle 3 Summer |
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| <p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p> | <p>Skateboard design Students will explore a range of artists connected to the theme of ‘Urban Art’ and will produce a number of 2D responses. They will then create their own original skateboard deck design.</p> <p>Formal elements focus SHAPE COLOUR LINE</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Artist research (Basquiat) - Analysis of artwork (Graham) - Basquiat inspired trainer design - Original stencil design - Skateboard deck design - Evaluation of skateboard deck <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Artist research (Basquiat) -Analysis of artists’ work (Basquiat) -Oil pastels -Felt tipped pens -Developing original ideas -Design work | <p>Reptiles Students will explore the theme of ‘Reptiles’ producing both 2D and 3D artwork using a range of media, processes and techniques.</p> <p>Formal elements focus TEXTURE LINE FORM COLOUR</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Oil pastel transfer lizard - Watercolour reptile eyes - Clay dragon eye - Evaluation of clay dragon eye - Artist research (Escher) - Tessellation pattern design <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Artist research (Escher) -Transfer techniques (Oil pastel) -Mixed media -Watercolour painting and blending -3D work (Air dry clay) -Acrylic painting -Tessellation | <p>Food Students will create a range of observational artworks of foods using a range of different media and techniques.</p> <p>Formal elements focus LINE SHAPE FORM COLOUR</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Artist research (Graham) - Analysis of artwork (Graham) - Pencil drawing of a sweet - Colour pencil drawing of sweet packaging - Watercolour painting of junk food packaging - Collage <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Shading techniques -Grid method/scaling up -Watercolour painting -Coloured pencil techniques -Collage -Artist research (Sarah Graham) |

| | -Illustration -Analysis of existing design work -Evaluation | - Evaluation | -Analysis of an artist's work (Sarah Graham) |
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| Disciplinary knowledge - what skills are practiced? | <ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | <ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | <ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day |
| Key questions (What is the learning about?) | <p>Can I explain what is meant by urban art?</p> <p>Can I discuss if doodling can be art?</p> <p>Can I explain what I think about Basquiat's work and discuss why?</p> <p>Can I create my own original design ideas inspired by a range of artists?</p> <p>Can I research artists?</p> <p>Can I analyse the work of artists?</p> | <p>Can I show how mark making can be used to show texture in both 2D and 3D artworks?</p> <p>Can I identify a tessellating shape?</p> <p>Can I create a tessellating shape?</p> <p>Can I use clay skilfully?</p> <p>Can I mix acrylic paints to create desired colours?</p> <p>Can I research artists?</p> | <p>Can I explain why there are different grades of pencils?</p> <p>Can I explain what jobs different drawing pencils do?</p> <p>Can I explain what is meant by tone?</p> <p>Can I describe the relationships that are there between colours using a colour wheel?</p> |

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| | Can I evaluate my work? | | Can I use the grid method to scale up an image? Can I confidently use watercolour paints? Can I use the process of collage to create successful original artwork? Can I research artists? Can I analyse the work of artists? |
| Assessment | Verbal feedback in lessons Whole class written feedback for Basquiat research, analysis and trainer design. EOT assessment (Final skateboard design and evaluation) | Verbal feedback in lessons Self/peer assessment for transfer drawing and watercolour piece. EOT assessment (Dragon eye design, final piece and evaluation) | Verbal feedback in lessons Whole class feedback for tone drawing of sweet, coloured pencil drawing of chocolate wrapper and collage. EOT assessment - scaled up drawing with watercolour. |
| Literacy (L), Numeracy (N), Oracy (O) opportunities | Artist research (L) Analysis of artwork (L) Evaluation (L) | Artist research (L) Tessellation (M) Evaluation (L) | Artist research (L) Analysis of artwork (L) Grid drawing/scaling up (N) |
| Cross Curricular Opportunities | DT (design work) History/citizenship (life and work of Basquiat) | Maths (Escher/tessellation) DT (3D materials) | Maths (grid drawing/scaling up) Food (project theme) |
| SMSC / Character/Careers/Cultural Capital (personal development) | Students learn about the work of 'The doodle boy', a British artist of a similar age to the students (character). Video of artist who designs and paints skateboard decks (careers). | | Discussion/video showing Graham's life as a working artist (careers). |
| Equality and Diversity | Students discuss a range of artists from different times and places (Basquiat/Jon Burgerman/The Doodle Boy) | | Sarah Graham - local contemporary female British artist. |
| Super Curriculum (personal development) | Collaboration with a local skateboard shop who will choose winners from final designs. Exhibition of students' work. | Art club | Opportunities to see Graham's work locally if available at this time. One day Sarah Graham painting workshop for gifted and talented students. |



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| | Whole staff body are invited to select some winners (staff picks). Art club | | Art club |
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