

CURRICULUM MAP (Long term plan)

SUBJECT : Art

YEAR GROUP : 8

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<u>Trainer design</u> 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 trainer design. Formal elements focus SHAPE COLOUR LINE Outcomes <ul style="list-style-type: none"> - Analysis of artwork (Basquiat) - Oil pastel portrait in response to Basquiat - Neon light effect original doodle - Pen and ink drawing - Trainer design Knowledge, understanding and development of skills and techniques <ul style="list-style-type: none"> -Artist research (Basquiat) -Analysis of artists' work (Basquiat) -Oil pastels -Felt tipped pens -Developing original ideas -Design work 	<u>Mythical Creatures</u> Students will explore the theme of 'Mythical Creatures' producing both 2D and 3D artwork using a range of media, processes and techniques. Formal elements focus TEXTURE LINE FORM COLOUR Outcomes <ul style="list-style-type: none"> - Oil pastel transfer lizard - Watercolour reptile eyes - Pencil/coloured pencil portrait - Group clay piece Knowledge, understanding and development of skills and techniques <ul style="list-style-type: none"> -Transfer techniques (Oil pastel) -Grid method/scaling up -3D work (Air dry clay) -Watercolour paint techniques -Pencil shading -Blending coloured pencils -Group work 	<u>Still Life</u> Students will create a range of still life studies, using a range of different media and techniques. Formal elements focus LINE SHAPE FORM SPACE Outcomes <ul style="list-style-type: none"> - Still life drawing - Digital drawing - Still life collage Knowledge, understanding and development of skills and techniques <ul style="list-style-type: none"> -Drawing from observation -ICT (Photopea) -Collage

	<p>-Illustration -Analysis of existing design work -Evaluation</p>		
<p>Disciplinary knowledge - what skills are practiced?</p>	<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
<p>Key questions (What is the learning about?)</p>	<p>Can I explain what is meant by urban art? Can I discuss if doodling can be art? Can I explain what I think about Basquiat's work and discuss why? Can I develop my own 'doodle art'? Can I create a neon effect using pens? Can I create a pen and ink drawing?</p>	<p>Can I show how mark making can be used to show texture in both 2D and 3D artworks? Can I create a portrait using the grid method? Can I use clay skillfully? Can I work in a group to produce a successful collaborative artwork?</p>	<p>Can I draw from observation? Can I use Photopea to create a digital still life artwork? Can I use the technique of collage to create my own still life artwork?</p>

	Can I create my own original design ideas inspired by a range of artists and their techniques?		
Assessment	Verbal feedback in lessons. PPC - Oil pastel portrait (Basquiat). EOT assessment.	Verbal feedback in lessons. PPC - Portrait. EOT assessment.	Verbal feedback in lessons. PPC - Digital still life artwork. EOT assessment.
Literacy (L), Numeracy (N), Oracy (O) opportunities	Analysis of artwork (L)	Group work (O) Grid drawing (N)	Still life compositions (N)
Cross Curricular Opportunities	DT (design work) History/citizenship (life and work of Basquiat)	Maths (Grid drawing) DT (3D materials)	Maths (compositions/measuring)
Super Curriculum (personal development)	Exhibition of students' work. Whole staff body will be invited to select some winners (staff picks). Art club	Art club	Art club
Careers	HT 1 Jon Burgerman (artist and illustrator) HT 2 Tinker Hatfield (trainer designer)	HT1 Harry Potter, special FX make up HT2 Concept designer	HT1 Discussion/video showing Graham's life as a working artist (careers) . HT2 What is it like being an illustrator?
Equality and Diversity Gender Disability Religion Race Sexuality	Students discuss a range of artists from different times and places (Basquiat/Jon Burgerman/The Doodle Boy)		
Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others	<u>Democracy</u> In art lessons, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects. In the art room, students are taught to respect each other's rights to have a say. Students are encouraged to give feedback to their teachers about the projects in order to inform planning of topics and we use Google forms in the Google classroom to facilitate student voice.		



SMSC
Character Education

The rule of Law

Students understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules. Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. When appropriate to SOL, we discuss the law surrounding the work that some artists make. Students are taught that art can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background.

Individual Liberty

In art lessons, students are given the opportunity to express their individuality and they are given regular opportunities to make their own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries and that they need to respect these. Students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them.

Mutual Respect and Tolerance of others

In the art classroom, students behave in a way that positively impacts the work and productivity of others. Students have opportunities to work collaboratively on projects, having respect for our peers' views and being receptive to the advice of others. We also use art and design as a creative way to experience a variety of festivals and traditions from around the world. Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement and are respectful of others' feelings and viewpoints. We understand people have different views and opinions and that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore beauty through art and continue to do this within the faiths and beliefs of others.

SMSC

Spiritual Education

Students explore their own spirituality in Art, and use their imagination and creativity to explore ideas and feelings in works of Art, developing their own interpretations. They express themselves through their own art and design work. Students are given opportunities to show appreciation of the achievements of other artists, both contemporary and from the past. We aim to develop a fascination, awe and wonder in the work of others. Looking at the artwork of

others can help to motivate and stimulate students with their own work and help them to understand that perseverance is necessary to achieve the very best work of which they are capable.

Moral Education

The ethos in school lends itself to the development of moral responsibility. This is demonstrated in art through students showing respect for the feelings of others when providing feedback to one another, combined with a need to provide constructive and honest criticism to help peers to further develop their work. This aids students in developing a respect for the opinions of others in the wider world. We also discuss how artists and designers represent moral issues through their work.

Social Education

Students have opportunities to collaborate to create pieces of work. They show respect for each other's ideas and opinions when talking about pieces of art and design, including the work of others in the class, and recognise the need to consider the views of others.

Cultural Education

Art and Design is an area in which the children are able to study the works and focus on the themes of other cultures around the world. This leads to a greater understanding of different ways of life and a respect for those cultures which may be very different from their own. The fusion of art work which is inspired by other cultures and aspects which are inherent in their own culture, creates a diverse and enriching blend of visual appreciation which provides unique stimulation for the work of future artists. We reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. Students explore a range of festivals and celebrations from our own and other cultures.

Character Education

In lessons, students behave in a respectful way towards each other, members of staff and show respect for the space, materials and resources that they require to work. Art teachers provide live demonstrations of processes and techniques alongside other diverse and relevant guidance to support students to achieve their best outcomes. Regular positive language and constructive feedback encourages our students to develop their own resilience and confidence. We celebrate the work of our students regularly via our weekly and end of term bulletins, social media pages and physical displays around the school. Students' progress across the key areas of art and design are recorded throughout and at the end of each project (term), enabling students to clearly see where they have improved and in which areas they can focus on to develop further. Art ambassadors are selected from applications each year, providing opportunities for our most enthusiastic young artists to develop their leadership skills. In school competitions run regularly across all year groups, and students are also provided with information and support to enter competitions outside of school when these opportunities present themselves.

The rule of Law

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Democracy

	<p>Discussion about street art/graffiti and its legality.</p> <p>Individual Liberty Students create their own final trainer design.</p> <p>Character Education Exhibition of students' final trainer designs in school. A selection of students' work to be included in the end of term bulletin.</p>	<p>Using clay and clay tools safely and respectfully.</p> <p>Mutual Respect and Tolerance of others Group work to create 3D clay sculptures.</p> <p>Character Education A selection of students' work to be included in the end of term bulletin.</p>	<p>End of year student voice via Google Forms.</p> <p>Character Education A selection of students' work to be included in the end of term bulletin.</p>
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