

YEAR 8 ART CURRICULUM SEQUENCE GRID

Unit(s) (Tablet in 39week plan)	'Surrealism' & 'Day of the Dead'
<p>Key Retainable substantive and disciplinary knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> • What... • How.... • Why.... 	<p>Key Retainable Knowledge and Skills for a Year 8 Surrealism and Day of the Dead Art Project:</p> <p>Substantive Knowledge:</p> <p>This refers to the essential content and concepts that students are learning:</p> <ol style="list-style-type: none"> 1. Surrealism and Day of the Dead Art Concepts: <ol style="list-style-type: none"> a. Surrealism: Students learn the core principles of Surrealism, including dream-like imagery, the subconscious, and unexpected juxtapositions. b. Day of the Dead: Students gain an understanding of the cultural significance of Day of the Dead, including the symbolism behind rituals, traditions, and the celebration of life and death. 2. Techniques: <ol style="list-style-type: none"> a. Students acquire knowledge of specific techniques, such as collage, mixed media, expressive painting, drawing, and sculpture (including creating sugar skulls and surrealist landscapes). 3. Colour Theory: <ol style="list-style-type: none"> a. Students learn how to apply vibrant colours effectively, understanding both the emotional and cultural significance of colours in Surrealist and Day of the Dead artwork. 4. Composition: <ol style="list-style-type: none"> a. Students learn how to create balanced yet dynamic compositions, reflecting the chaotic nature of Surrealism and the symbolic, festive structure of Day of the Dead art. This includes both 2D and 3D compositions. <p>Disciplinary Knowledge:</p> <p>This refers to how students apply and engage with the content in their artistic practice:</p> <ol style="list-style-type: none"> 1. Research and Analysis: <ol style="list-style-type: none"> a. Students research artists like Salvador Dalí for Surrealism and Mexican artists for Day of the Dead, understanding their techniques and themes. This helps them to base their own visual responses on established concepts in art history. 2. Practical Application: <ol style="list-style-type: none"> a. Students apply their knowledge by creating surrealist drawings or paintings using techniques such as automatic drawing or collage. They also design Day of the Dead skulls or altars, incorporating significant symbols like marigolds, candles, and skulls.

YEAR 8 ART CURRICULUM SEQUENCE GRID

3. **Experimentation with Media:**

- a. Students experiment with a range of media—paint, charcoal, ink, collage, and clay—while exploring surreal and culturally significant themes. This experimentation broadens their technical skill set and allows them to explore new ways of expressing their ideas.

4. **Reflection and Critical Thinking:**

- a. Through self-reflection and peer critiques, students discuss their artistic choices, the symbolism in their work, and the message they want to convey. This process encourages critical thinking about the meaning behind their art and the role it plays in both personal and cultural contexts.

Why This Knowledge is Taught:

1. **Cultural and Personal Expression:**

- a. Surrealism and Day of the Dead art are chosen to encourage students to explore their subconscious thoughts and emotions. They also connect with a cultural tradition that celebrates life and death, providing a space for both personal and cultural expression.

2. **Creative Growth:**

- a. This project pushes students to experiment with unconventional techniques and ideas, helping them develop creative problem-solving skills as they work with new materials and approaches.

3. **Cultural Understanding:**

- a. By exploring Day of the Dead art and Surrealism, students gain insight into diverse cultural practices and artistic movements, which fosters appreciation for global art traditions and the broader role of art in society.

4. **Skills for Future Art Development:**

- a. The project develops essential skills in observation, conceptual thinking, and media exploration. These foundational skills prepare students for more complex art projects, including GCSE Fine Art, laying the groundwork for future artistic growth.

Key Takeaways for Retainable Knowledge and Skills:

- **Substantive Knowledge** includes understanding Surrealism and Day of the Dead concepts, mastering relevant techniques, applying colour theory, and learning compositional skills.
- **Disciplinary Knowledge** includes researching artists, applying learned techniques through practical creation, experimenting with media, and engaging in reflection and critical analysis of their artwork.

YEAR 8 ART CURRICULUM SEQUENCE GRID

	<p>This project helps students develop a deeper understanding of both artistic techniques and cultural traditions while fostering their creative, critical, and conceptual thinking skills.</p>
Key Technical Vocabulary	<p>Key Technical Vocabulary (Surrealism)</p> <ol style="list-style-type: none">Surrealism An art movement focused on dream-like, fantastical imagery blending the real with the imaginary.Juxtaposition Placing two or more unrelated objects together to create a surreal or unexpected effect.Distortion Altering proportions or perspectives to create an illogical or exaggerated effect.Automatic Drawing A drawing technique where the hand moves freely without conscious control, guided by the subconscious.Subconscious The part of the mind influencing thoughts and actions without conscious awareness.Dreamscape A landscape or scene that appears as if from a dream, often surreal or impossible. <p>Key Technical Vocabulary (Day of the Dead)</p> <ul style="list-style-type: none">Afterlife The concept of existence beyond death.Ancestors Deceased family members commemorated during the festival.Deceased Someone who has passed away.Humorous A light-hearted, playful quality often found in Day of the Dead skull designs.Intricate Detailed and complex patterns, especially in sugar skull designs.

YEAR 8 ART CURRICULUM SEQUENCE GRID

	<ul style="list-style-type: none"> • Soul A spiritual entity believed to continue after death, central to the celebration. <p>These terms provide students with a strong technical vocabulary to describe, discuss, and understand the artistic processes and concepts explored in the project.</p>
Opportunities for Reading	<ul style="list-style-type: none"> • "Surrealism: A Very Short Introduction" by David Lomas • Provides a concise overview of the Surrealist movement, its history, key artists (e.g., Salvador Dalí), and the psychological and philosophical ideas behind the movement. • "The Day of the Dead: A Cultural Introduction" by Kerri A. Goodwin • Explores the cultural significance of Day of the Dead in Mexico, its history, and the symbols and practices involved in this vibrant tradition. • "The Secret Life of Salvador Dalí" by Salvador Dalí • Dalí's autobiography, offering insight into his surrealist ideas, artistic process, and the personal influences that shaped his work. It helps students understand the philosophy behind Surrealism directly from the artist himself. <p>These readings will deepen students' understanding of the movements and cultural contexts they are exploring in their art project.</p>
Developing Cultural Capital	<p>Developing Cultural Capital in the Surrealism and Day of the Dead Art Project:</p> <ol style="list-style-type: none"> 1. Exposure to Iconic Artists and Movements: Students learn about influential artists like Salvador Dalí (Surrealism) and the cultural traditions of Day of the Dead, broadening their understanding of global artistic movements and symbolic practices. 2. Broader Cultural Context: The project connects students to diverse cultural expressions, highlighting how art reflects societal values, such as Surrealism's critique of norms and Day of the Dead's celebration of life and death. 3. Encouraging Personal and Cultural Identity: Students are encouraged to connect with their own identities and cultural backgrounds, fostering self-expression and respect for cultural diversity. 4. Engagement with Art History: Students gain an appreciation for how historical contexts shape art and its lasting influence on contemporary culture. <p>This project enriches students' cultural awareness and creativity by connecting them to significant global art forms and traditions.</p>
Strategies to engage and maximise achievement of PP learners	<ol style="list-style-type: none"> 1. Personalised Support: Provide targeted interventions and one-on-one guidance to address individual learning needs and build confidence.

YEAR 8 ART CURRICULUM SEQUENCE GRID

	<ol style="list-style-type: none"> 2. Differentiated Tasks: Tailor tasks to varying ability levels, offering scaffolded support and extending challenges for higher achievers. 3. Visual and Practical Resources: Use visual aids, step-by-step instructions, and hands-on activities to reinforce learning and ensure engagement. 4. Celebrating Progress: Recognise and praise effort and improvement, fostering a growth mindset and boosting self-esteem. 5. Parental Involvement: Encourage communication with parents to support learning at home and create a collaborative approach to achievement. 6. Peer Support: Encourage collaboration with peers through group work, mentoring, and feedback sessions to build social and academic skills. <p>These strategies help create a supportive and motivating learning environment, ensuring PP learners feel valued and are given the resources to succeed.</p>
Cross Curricular Links (Authentic Connections with other curriculum)	<ul style="list-style-type: none"> • History: Explore the historical context of Surrealism and Day of the Dead, examining their cultural significance and impact on society. • English: Enhance writing skills through reflective journaling, artist research, and art critiques, linking visual art to written expression. • Science: Study the natural world through observation of symbols in Day of the Dead art (e.g., flowers, animals) and explore biological concepts in the creation of natural forms. • Maths: Apply concepts of symmetry, proportion, and geometric shapes in the composition of surreal and Day of the Dead artwork. <p>These links provide a holistic learning experience, reinforcing the interconnectedness of art with other subjects.</p>
Key Assessments	<ul style="list-style-type: none"> • Key Assessments for a Surrealism and Day of the Dead Art Project: • Sketchbook Development: Ongoing assessment of students' research, idea generation, experimentation with techniques, and visual responses to surrealist and Day of the Dead themes. • Practical Artwork: Evaluation of the final pieces, focusing on creativity, use of materials, technical skills, and how effectively students have applied surrealist and cultural elements. • Reflection and Self-Evaluation: Written or verbal reflections on the artistic process, including the challenges faced, media used, and personal connections to the themes explored. • Peer Critique: Engagement in group critiques to assess the effectiveness of their work in terms of composition, concept, and artistic impact, and to provide constructive feedback to peers.

YEAR 8 ART CURRICULUM SEQUENCE GRID

	These assessments gauge both technical proficiency and the creative, conceptual growth of students throughout the project.
--	--