

YEAR 8 ART CURRICULUM SEQUENCE GRID

Unit(s) (Tablet in 39week plan)	<ul style="list-style-type: none"> • ‘Surrealism’ & ‘Day of the Dead’ 														
Key Retainable Knowledge and Skills (Required for Y11/13) <ul style="list-style-type: none"> • What... • How.... • Why.... 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Year 8 : Theme Dreams and Imagination</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">Drawing</td> <td style="width: 55%;"> <ul style="list-style-type: none"> • Drawing from observation- focus: adding details, texture & developing detailed tonal work • Proportions • Accuracy of shape and tone • Composition </td> <td style="width: 15%; text-align: center;">3D</td> <td style="width: 15%;"> <ul style="list-style-type: none"> • Forming and basic skills using clay • Attaching clay together • Techniques for adding texture using clay </td> </tr> <tr> <td>Painting</td> <td> <ul style="list-style-type: none"> • Revisit colour theory- atmospheric perspective and creating depth • Creating texture using paint • Detailed observation • More objects in still life • Realism enhanced • Detailed work • 1/2 point perspective </td> <td style="text-align: center;">Printing/ Design</td> <td> <ul style="list-style-type: none"> • Symmetry / detailed design work • Rotational pattern • Balance • Predicting outcomes • String printing methods and technique </td> </tr> </tbody> </table> <p>Particularly looking at the work of the artists Salvador Dali and Rene Magritte, will create images that show an understanding and learn about the ideas, methods and approaches used by artists who have created Surreal and day of the dead images.</p> <ul style="list-style-type: none"> • Explore and experiment with materials taking creative risks when developing ideas. • Analyse ideas and meanings in the work of others and understand the themes used by the artist and external influences. • To explore materials and experiment with ideas for their own work. • To reflect on their own and others work. <p>The units covers 2D / 3D work, independent project work, the formal elements of Art, drawing, painting and collage.</p>			Year 8 : Theme Dreams and Imagination				Drawing	<ul style="list-style-type: none"> • Drawing from observation- focus: adding details, texture & developing detailed tonal work • Proportions • Accuracy of shape and tone • Composition 	3D	<ul style="list-style-type: none"> • Forming and basic skills using clay • Attaching clay together • Techniques for adding texture using clay 	Painting	<ul style="list-style-type: none"> • Revisit colour theory- atmospheric perspective and creating depth • Creating texture using paint • Detailed observation • More objects in still life • Realism enhanced • Detailed work • 1/2 point perspective 	Printing/ Design	<ul style="list-style-type: none"> • Symmetry / detailed design work • Rotational pattern • Balance • Predicting outcomes • String printing methods and technique
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Key Technical Vocabulary	Development/ surrealism /subconscious /dreams /realism /abstraction /perspective /culture /pattern /mixed-media /Afterlife /ancestors /deceased /humorous /intricate /soul														
Opportunities for Reading	<p>New literacy boards in teaching areas - display subject specific words, numeracy and key phases that aid understanding of learning objectives and GCSE and A-Level principles. Key words pertinent to each project/ year group on display. Students prep learning lists in front of sketch books include words covered in lessons. Starters involve students explaining the new words or remembering spellings.</p> <p>Numeracy concepts used at any opportunity such as in year 7 pattern - understanding of repeat, symmetry and tessellation reinforced. Portrait work usually involves proportion and fraction. Scale discussed when opportunity. Mental arithmetic included in QA sessions where students work out how old an artist was when they painted a particular painting. Timelines are included also. Marking schemes for GCSE require numerical understanding.</p>														
Developing Cultural Capital	Spanish culture – Salvador Dali & Mexican culture – Day of the Dead														
Strategies to engage and maximise achievement of PP learners	<p>Equipment provided on request.</p> <p>Intervention on Thursday to deliver more one to one support.</p>														
Cross Curricular Links (Authentic Connections with other curriculum)	<ul style="list-style-type: none"> • Cultural capital- Making connections to advertising, film, literature and music through learning about Surrealism • Literacy: Understanding key words throughout the unit. Spelling, punctuation and presentation of artist study. Group & 1:1. Evaluation and forming own ideas. <ul style="list-style-type: none"> • Speaking and Listening: Identify main points/ Ask questions to gain clarification and further information/ Answer questions using relevant evidence and reasons/ Collaborate with others to share ideas and information • Numeracy: Measuring techniques and scale. • ICT: Use of internet to research. Use of departmental computers. 														

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Key Assessments	Baseline drawing test – observational & Contextual studies – Surrealism
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