



## Chellaston Academy

Art	Year 8 Curriculum
<b>Intent</b>	<p>We aim to deliver a Year 8 Art curriculum which is accessible to all students, irrespective of starting points where students will thrive on their love of learning. In Art, students will build on previous knowledge gained from Year 7; they will explore a broad range of topics that will encompass character education and SMSC. Students will explore a variety of materials, processes, cultures, concepts and the way they see the world. Art strongly encourages students to take risks and helps them create individualised work which can be produced in a multitude of ways. In Year 8 we aim to support students to develop their knowledge, skills, oracy (through group presentations) and understanding to enable them to produce thought provoking artwork.</p>
<b>Implementation</b>	<p>The Year 8 curriculum provides an opportunity for students to build on the knowledge they have gained in Year 7. The schemes of work are broken up in to 3 different topics (1 topic per term) – they study Graffiti, Asian Art and Popular culture/fashion. Students have the opportunity to explore a breadth of different artists – Banksy, Lady Pink, Shunsho, Hokusai and Jon Burgerman (to name a few). Throughout the Year 8 curriculum students should develop their confidence in taking risks and developing their work to culminate in final outcomes. They will explore a broad depth of artwork that will develop their knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.</p> <p>Tasks will be differentiated where necessary to support additional learning and behavioural needs. The schemes of work fully support pupils with SEND. Subject staff will work closely with support staff to ensure work is accessible for each individual, this will then be reinforced with resource differentiation, effective seating plans, communication with the pupil, and regular feedback to confirm all pupils in the classroom are learning and progressing, with intervention being provided where evidence suggests it's needed. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources.</p> <p>Students will acquire and develop technical skills through tasks that are set working with a broad range of media and materials, with purpose and intent. Tasks will be differentiated where necessary to support additional learning and behavioural needs. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to extend upon their knowledge learnt in lessons, this will also enable students to further develop themselves as independent learners.</p>
<b>Impact</b>	<p>A strong grasp of different themes in Art and design will enable students to succeed in later life and encouraging them to not see puzzles or obstacles in a black and white way, but to have the open-mindedness to approach challenges with a creative mind. Students will understand that 'creating art' is more in depth than a simple drawing but in fact is an innate desire to express ourselves. Regular assessments will take place in year 8 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 9 as more confident artists who have made good progress towards their end of Key Stage academic targets.</p>
<b>Links to prior learning</b>	<p>The year 8 curriculum builds on the skills learned in year 7 by consolidating and reinforcing the understanding of different art materials and techniques. The skills learnt in year 7 will be developed and students will be guided and supported in order to improve on work and their handling of materials. The skills learnt in the previous year based on observational studies will be especially useful as students will utilise these same skills during their assessments and schemes of work. Further exploration and experimentation on a more personal level is encouraged.</p>



### **Links to future learning**

The Year 8 Curriculum directly addresses key themes/ideas/skills that are prevalent in the Year 9 and Key Stage 4 schemes of work. Students will study three new topics – Mexican day of the dead, Bugs/nature and observational studies which will help students develop their cultural understanding and their ability to select appropriate materials independently. Student understanding of techniques, materials, composition and themes will be developed in Year 9 in order to smoothly transition students into the work process of Key stage 4.

### **Links to other subjects and the wider curriculum**

The year 8 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them. Throughout the Graffiti project students will gain a historical context of where it originated from and will discuss whether graffiti is Art or vandalism linking strongly to SMSC and character education. Students will then go on to explore Asian Art and will look at cultural symbols of China, Japan and India and what they represent.

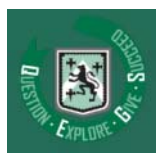
Viewing and participating in art helps to build well rounded, caring individuals that bring with them a different view and opinion on the world today. They will have developed their understanding of other cultures in preparation for their journey towards adulthood in a modern day multi-cultural society. Students will have technical skills which they can take with them in any career they chose or within their own practice for the love of being creative.



## Topics

<b>Autumn 1 – Graffiti</b>			<b>Home Learning</b>
<b>Practical</b> <ul style="list-style-type: none"> <li>Exploring graffiti TAGs/fonts</li> <li>Material exploration e.g. oil/chalk pastels, ink, water colour</li> <li>Graphite rubbings</li> <li>Assessment 1 (shoe drawing)</li> </ul>	<b>Writing</b> Peer/self-assessment	Explore and find different graffiti fonts to use in project.  Collage of imagery to inspire future work/final piece.  Plan for graffiti final piece.	
<b>Learning content:</b> <ul style="list-style-type: none"> <li>Introduction to graffiti.</li> <li>Experimenting with techniques and processes – teacher led demonstrations.</li> <li>Art or vandalism debate.</li> <li>Looking at the work of others.</li> </ul>			
<b>Assessment</b> - Assessment 1 (shoe drawing) peer/self-assessment of student work, ongoing teacher feedback - both written and verbal.			
<b>Wider curriculum</b> – links to SMSC through Art or vandalism debate and cultural aspects of graffiti.			
Literacy Peer/self-assessment Literacy based starters (word scrambles etc)	Numeracy Spacing of lettering for TAG's	British Values – The rule of law, individual liberty, mutual respect	Employability Photojournalism Font design
SMSC Graffiti artists studied and study of cultural motifs. Moral – graffiti vandalism.	Cultural Capital Historical artists Values	Character Education Attitude, morals, resilience	Personal Development Risk taking, perseverance

<b>Autumn 2 - Graffiti</b>			<b>Home Learning</b>
<b>Practical</b> <ul style="list-style-type: none"> <li>Banksy/Lady Pink/Robbo copy</li> <li>Presentation based on graffiti</li> <li>A2 Final outcome</li> </ul>	<b>Writing</b> Graffiti Presentation	Complete group presentations.  Working on graffiti final piece.	
<b>Learning Content:</b> <ul style="list-style-type: none"> <li>Further knowledge of graffiti</li> <li>Investigation of graffiti artists to produce a group presentation</li> <li>Producing a successful final piece</li> </ul>			
<b>Assessment</b> - A2 final outcome			
<b>Wider curriculum</b> - links to SMSC through Art or vandalism debate and cultural aspects of graffiti.			



<p>Literacy Peer/self-assessment Literacy based starters (word scrambles etc) Graffiti presentation – links to oracy.</p>	<p>Numeracy Spacing of lettering for TAG's</p>	<p>British Values – The rule of law, individual liberty, mutual respect</p>	<p>Employability Photojournalism Font design</p>
<p>SMSC Graffiti artists studied and study of cultural motifs. Moral – graffiti vandalism.</p>	<p>Cultural Capital Historical artists Values</p>	<p>Character Education - <i>Confidence - deliver a speech</i> Attitude, morals, resilience</p>	<p>Personal Development Risk taking, perseverance, team work.</p>



<b>Spring 1 – Asian Art</b>		<b>Home Learning</b> Gather imagery to inspire and utilise for red and blue pattern piece.  Produce an A4 copy of Asian Art artist – Shunsho/Hokusai  Produce an A4 artist write up based on one of the above artists.	
<b>Practical</b> <ul style="list-style-type: none"> <li>Red and Blue pattern piece</li> <li>Lantern</li> <li>Studying the work of artists</li> <li>Assessment 2 (tie drawing)</li> </ul>	<b>Writing</b> Artist Research page		
<b>Learning Content:</b> <ul style="list-style-type: none"> <li>Introduction into Asian Art</li> <li>Cultural Symbols/patterns</li> <li>Cross circular links with Geography and History</li> <li>Experimenting with techniques</li> </ul>			
<b>Assessment</b> Assessment 2 (Tie drawing) peer/self-assessment of student work, ongoing teacher feedback - both written and verbal.			
<b>Wider curriculum</b> – exploring the culture of other countries – symbols and beliefs.			
Literacy Artists research page	Numeracy – measurements of lantern, proportions of observational drawings.	British Values – Mutual respect, individual liberty, tolerance of those of different faiths and beliefs	Employability – Art Historian Architect
SMSC – Spiritual and cultural through the study of different Asian cultures.	Cultural Capital – Attitude and values	Character Education - Inclusiveness and respect	Personal Development - Development of ideas and resilience

<b>Spring 2 – Asian Art</b>		<b>Home Learning</b> Collate material or imagery to link to cardboard/ A1 piece.  Complete background of evaluation page – set EBI for when handing back.  Complete written content of evaluation page	
<b>Practical</b> <ul style="list-style-type: none"> <li>Observational drawing e.g. mask</li> <li>Cardboard piece or A1 wax/ink relief (optional for staff)</li> <li>Evaluation page.</li> </ul>	<b>Writing</b> Evaluation		
<b>Learning Content:</b> <ul style="list-style-type: none"> <li>What makes a successful observational study – historical info behind what students are drawing e.g. Masks- Info about Chinese Opera masks.</li> <li>Working with 3D materials – health and safety.</li> <li>Working as a team for A1 piece.</li> <li>How to properly evaluate a project.</li> </ul>			
<b>Assessment</b> - Cardboard piece or A1 wax/ink relief			



<b>Wider curriculum</b> - exploring the culture of other countries – symbols and beliefs.			
Literacy Evaluation page	Numeracy - proportions of observational drawings.	British Values - Mutual respect, individual liberty, tolerance of those of different faiths and beliefs	Employability Art Historian Architect
SMSC - Spiritual and cultural through the study of different Asian cultures.	Cultural Capital – Attitude and behaviour	Character Education – Inclusiveness and respect	Personal Development – Development of ideas and resilience.

<b>Summer 1 – Popular culture and fashion</b>			<b>Home Learning</b>
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Character page – based on Jon Burgerman’s work</li> <li>Recycled materials sculpture</li> <li>Assessment 3 – Paint tubs</li> </ul> <p><b>Learning Content:</b></p> <ul style="list-style-type: none"> <li>Launch project – info regarding illustration/ Jon Burgerman.</li> <li>Creating character designs.</li> <li>Application of colour and details</li> <li>Create a 3D piece – effective placement of materials</li> <li>Final Year 8 assessment – building on observational drawing skills.</li> </ul>	<p><b>Writing</b></p> <p>Jon Burgerman artist page</p>	<p>Complete Jon burgerman research page.</p> <p>Finish Character page.</p> <p>Collecting materials for 3D sculpture.</p>	
<b>Assessment</b> - Assessment 3 (Paint tubs drawing) peer/self-assessment of student work, ongoing teacher feedback - both written and verbal.			
<b>Wider curriculum</b> – Popular culture – paving the way to the future. Future society.			
Literacy Artist research page.	Numeracy Patterns and shapes – symmetry and angles.	British Values Individual liberty Mutual respect	Employability Illustration Fashion Design
SMSC Social and cultural values through the study of different eras and traditions.	Cultural Capital Attitudes and values	Character Education Co-operation and responsibility.	Personal Development Self-confidence, problem solving and communication.



<b>Summer 2 – Popular culture and fashion</b>			<b>Home Learning</b>  Keith Haring Artist copy.  Collecting imagery to help the designing of T-shirt character.  Background of evaluation page.  Evaluation – answering questions linked to project.
<b>Practical</b> <ul style="list-style-type: none"> <li>Observational studies</li> <li>Artist copy – Keith Haring</li> <li>Design a t-shirt based on the theme of pattern/characters</li> <li>Evaluation of project</li> </ul>	<b>Writing</b> Evaluation of project		
<b>Learning Content:</b> <ul style="list-style-type: none"> <li>Observational studies – looking at the work of popular culture artists and Illustrators.</li> <li>Keith Haring – Why this artist is important to popular culture.</li> <li>Designing character to be printed on a t-shirt.</li> <li>Evaluation of project.</li> </ul>			
<b>Assessment</b> - Final T-Shirt design			
<b>Wider curriculum</b> - Popular culture – paving the way to the future. Future society.			
Literacy Evaluation page	Numeracy Patterns and shapes – symmetry and angles.	British Values Individual liberty Mutual respect	Employability Illustration Fashion Design
SMSC Social and cultural values through the study of different eras and traditions.	Cultural Capital Attitudes and values	Character Education Co-operation and responsibility.	Personal Development Self-confidence, problem solving and communication.

