



## Year 8 Curriculum Overview

### Rationale:

*The formal elements in Art are to be practised throughout the Art Curriculum Journey so students create stronger outcomes. A broad curriculum is offered that helps students use the formal elements, whilst exploring materials, techniques, tools and processes, in order to create stronger outcomes. A variety of materials and techniques are introduced in year 8 and students will be given opportunities to use their preferred ones to create personal pieces, as well as a variety of Artists from different backgrounds and ethnicities.*

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	<p>Students will further their knowledge of the formal elements when drawing a variety of natural forms. They will use a variety of materials including fine liner, biro, water colours, oil pastel transfer, coffee painting, learning how to best to manipulate the formal elements so that their recordings are stronger.</p> <p>In the last half of the term students will record their own favourite natural forms in materials of their choice and then plan compositions ready for a large mixed media outcome, demonstrating what they have learnt.</p>		
	<p>Students will use the FORMAL ELEMENTS to create recordings of nature using different materials. They will be supported with teacher demonstrations before trying these materials out themselves.</p> <p>Students will be encouraged to draw outside of the class and present all work with pride.</p>	<p><b>FAR 1</b>  <b>Record using the formal elements with different materials.</b>  <b>Explore materials, processes and techniques to record with.</b></p> <p>Students will be assessed on their overall shading and blending skills, as well as their application of tones when recording natural forms.</p> <p>FORMAL ELEMENTS are:</p> <ul style="list-style-type: none"> <li>• TONE</li> <li>• FORM</li> <li>• LINE</li> <li>• TEXTURE</li> <li>• SHAPE</li> <li>• PROPORTION</li> </ul>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> <li>• Create a collage shell. A PowerPoint will show good examples to help you.</li> <li>• Draw a slice of fruit or a vegetable in any material you have at home and want to use.</li> <li>• Draw one of the four fish images in biro. The images will be provided.</li> </ul> <p>Optional homework tasks</p> <ul style="list-style-type: none"> <li>• Draw a zentangle fish and another animal from the PowerPoint provided.</li> <li>• Draw a zentangle feather</li> <li>• Day of the Dead skull drawing combining skull form with pattern.</li> </ul>

		<p>There are opportunities to use self and peer assessment so that strengths and weaknesses are identified. This helps with the written responses and setting of goals in this half terms FAR.</p> <p>Learning Ladders of past students work will help with the identification of progress overall.</p>	
	<p>Students will choose four natural forms to record from, recording the shape, texture and form of these in materials they enjoy.</p> <p>These four natural forms will be used to plan a composition to create larger. Students will need to adapt the scale of the four natural forms and consider the background too.</p> <p>Students will have four lessons to create their final piece they have planned and refine the formal elements and use of mixed materials.</p>	<p><b>FAR 2</b> <b>Opportunity to select favourite materials and techniques to create an A3 artwork.</b></p> <p>Learning Ladders of past students work will help with the identification of progress overall and help students set goals to improve.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ol style="list-style-type: none"> <li>1) Find four natural forms to bring into school and draw from for your final piece. These can be real, photos or print outs from the internet.</li> <li>2) In material of your choice draw your natural forms in detail and form.</li> <li>3) Watch this video link on mixed media compositions. <a href="https://www.youtube.com/watch?v=p15_BUklp3M">https://www.youtube.com/watch?v=p15_BUklp3M</a></li> <li>4) <b>Create a Christmas or get well card for our charity kissing it better. A5 size in colour.</b></li> </ol> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>• Look at the media techniques PowerPoint sent to you and try out some of these on one of your natural forms.</li> </ul>
<b>Spring Term</b>	<p>Students will use 3D materials for the first part of the term, learning how to build relief structures. Students will develop construction techniques in card and clay, refining these into a clay mask inspired by the style of American Artist Kimmy Cantrell.</p> <p>In the second half of the term students will record coral form and respond to the impact of global warning and plastic wastage on the environment. The recording completed this half term will be used to develop more 3D outcomes further applying their knowledge of construction techniques.</p>		
	<p>Students will record African masks and patterns to broaden their knowledge on how masks serve a purpose in tribal customs.</p>	<p><b>FAR 3</b> <b>To explore processes and materials for ideas for a strong 3D outcomes.</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ol style="list-style-type: none"> <li>1. Research African masks and how they are used.</li> <li>2. Flip Learning- see the homework sheet on G4 schools and give the creative ones a go. Complete at least two and bring them in.</li> </ol>

	<p>Students will be introduced to the clay masks of Kimmy Cantrell and then create four of their own. They will then choose their favourite one and refine the design further with patterns.</p> <p>From the refined plan students will learn to construct in card/clay making their own mask. Students will adapt and further improve as they make their mask.</p>	<p>Students will be assessed on their ability to plan and adapt a card/clay mask in the style of Kimmy Cantrell.</p> <p>Learning Ladders of past students work will help with the identification of progress overall and help students set goals to improve.</p>	<p>3. Print out four masks by Kimmy Cantrell that you like and describe them.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.britishmuseum.org/collection">www.britishmuseum.org/collection</a> use this website and type into search bar 'cultural masks'- do a pencil study of your favourite mask.</li> <li>• Create more of the Flip Learning- see the homework sheet on G4 schools and give the creative ones a go.</li> <li>• Using materials at home create your own tribal mask- use cardboard, plastic milk cartons etc. decorate with patterns using paint/string etc.</li> </ul>
	<p>Students will record the textural detail and patterns of coral and other sea creatures, so that these can use these in a 3D piece next summer term.</p> <p>There are careers references in March that will be delivered to students regarding Jobs in the Art industry.</p>	<p><b>FAR 4:- Recording images for a purpose whilst concentrating on the formal elements.</b></p> <p>Students will be assessed on the ability to record coral and sea creatures, building on prior knowledge of the Formal elements and the materials used over the course so far.</p> <p>Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ol style="list-style-type: none"> <li>1. Try out the flip learning techniques exploring different media and techniques. Power Point to be sent to you.</li> <li>2. Collect different paper to work on in class.</li> <li>3. Collect interesting coral and sea creature images to draw in class and montage.</li> <li>4. Present your work creatively in your sketchbook with notes.</li> </ol> <p>Annotate work: Use the keywords Tone, Texture, Shape and Form to explain your work.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>• Research and present information on the impact of global warming on the Great Barrier Reef.</li> <li>• Research the impact of plastics on our oceans and sea life.</li> <li>• Find two artists who create artwork on global issues you are interested in.</li> </ul>
<p><b>Summer Term</b></p>	<p>Students will start the term looking at the instillation work of Courtney Mattison and use their knowledge of her artwork and environmental issues, to create a 3D outcome based on their sketchbook recordings of sea creatures and coral.</p> <p>In the last half term students will study the abstract style of Ruth Piper and after recording angles and patterns around the school building, create an abstract outcome based on their observations and preferred techniques, allowing for personal choice and preferences.</p>		

	<p>Students are creating 3D outcome on either a tin can, bottle or bowel. They will use their own recordings of sea creatures and coral to plan and create the 3D outcome.</p> <p>Teacher demonstrations and scaffolding of 3D skills will support students in learning sculptural techniques prior to making the final outcome.</p>	<p><b>FAR 5</b>  <b>Exploring materials, tools and techniques to create a 3D outcome based on their recordings.</b></p> <p>Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>Record in any material you like sea creatures that have interesting three dimensional form: - octopus, sea horses and sea turtles for example are more challenging, otherwise fish and star fish are good.</li> <li>Record in colour coral forms you have found on the internet.</li> <li>Collect interesting coral and sea creature images.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>Record more challenging sea creatures in detail and in suitable materials.</li> <li>Use the sea creatures to draw onto a plastic bottle or tin can outline.</li> <li>Flip learning- find ways plastic bottles can be created into artwork and give it a go.</li> </ul>
	<p>Students will respond to the work of the Artist Ruth Piper to create their own ideas and compositions ,</p> <p>They will explore ways to layer block prints, line and colour of the school building into a final piece.</p>	<p><b>FAR 6</b>  <b>Exploring materials, tools and techniques to create semi abstract outcomes.</b></p> <p>To refine and combine workshop experiences in stencil, print, line and colour into a final abstract outcome based on the work of Ruth Piper.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>Print off four images of Ruth pipers work and describe her use of line, shape and colour.</li> <li>With your camera take close ups of interesting parts of buildings to use in class. Be inspired the shapes and lines used by Ruth Piper.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>Bring in maps to collage into your semi abstract paintings in a creative way.</li> <li>Create your own stencil shapes in cardboard to draw round and layer in class.</li> <li>Look interesting shapes and patterns on local buildings and draw interesting shapes from them to use in class- inspired by Ruth Piper.</li> </ul>