

## Year 8 Curriculum - 2022-23

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	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p><b>Logo/ Jon Burgerman:</b></p> <p>Graphics based project introduces Logo Design and Branding</p> <p>Colour Blending / Continuous line drawing / Artist research / Sketchbook Presentation / Character Design / Composition Plans / Introduction to Grid Method / Annotation and Evaluation</p>	<p><b>Logo/ Jon Burgerman:</b></p> <p>Graphics based project introduces Logo Design and Branding</p> <p>Colour Blending / Continuous line drawing / Artist research / Character Design / Composition Plans / Introduction to Grid Method / Annotation and Evaluation</p>	<p><b>Food and Sweets:</b></p> <p>Focus on Sketchbook Presentation</p> <p>Grid Method built upon / Painting / Colour Theory / Oil Pastels introduced / Coloured Pencil and Tonal Pencils built upon / Annotation and Evaluation</p>	<p><b>Food and Sweets:</b></p> <p>Focus on Sketchbook Presentation</p> <p>Grid Method built upon / Painting / Colour Theory / Oil Pastels introduced / Coloured Pencil and Tonal Pencils built upon / Annotation and Evaluation</p>	<p><b>Animals and Insects:</b></p> <p>Oil pastels built upon / watercolour built upon / colour theory / experimentation with mix media / 3D personal outcomes / View finder / Grid method / Observational Drawing using a variety of different methods</p>	<p><b>Animals and Insects:</b></p> <p>Oil pastels built upon / watercolour built upon / colour theory / experimentation with mix media / 3D personal outcomes / View finder / Grid method / Observational Drawing using a variety of different methods</p>
Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists expressing reasoned judgements that can inform their own work.						
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media.</li> <li>to increase their proficiency in the handling of different materials</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>					
Assessment	<p><b>Logo Design:</b></p> <p>Pupils complete a series of sketchbook pages:</p> <p>Showing how they have created their own Logo Design</p> <p>Moodboard/Bubble Map of initial ideas / Observational drawings of existing logos / Exploring colour theory/ colour schemes and</p>	<p><b>Logo Design:</b></p> <p>Pupils complete a series of sketchbook pages:</p> <p>Jon Burgerman outcome:</p> <p>Colour Blending / Continuous line drawing / Artist research / Sketchbook Presentation / Character Design / Composition Plans /</p>	<p><b>Food and Sweets:</b></p> <p>Pupils complete a series of sketchbook pages:</p> <p>Grid Method observational drawings using a variety of media</p>	<p><b>Food and Sweets:</b></p> <p>Pupils complete a series of sketchbook pages:</p> <p>Sketchbook Presentation and quality of outcomes</p> <p>Artist Research</p> <p>Annotation and Evaluation</p>	<p><b>Animals and Insects:</b></p> <p>Pupils complete a series of sketchbook pages:</p> <p>Observation drawing skills used to produce tonal drawing and view finder outcomes presented in their sketchbook.</p>	<p><b>Animals and Insects:</b></p> <p>Pupils complete a series of sketchbook pages:</p> <p>3D outcome (mix media)</p>

	their importance in branding.	Introduction to Grid Method / Annotation and Evaluation			
Why this?	<p>Students learn to analyse the work of artists (contextual study Contextual Study underpins all aspects of the Art and Design curriculum) under the Graphic Communication umbrella to show them how Graphic Communication is structured at GCSE.</p> <p>Students learn about branding and marketing and how to create their own logo, this is key part of Graphic Communication.</p> <p>Working from a brief gives the students insight early as to what it would be like to work in the creative industry.</p> <p>Students use drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum.</p> <p>They learn to be self-critical and refine their designs through annotation and drawing tasks.</p>	<p>Contextual Study continues to underpin all aspects of the Art and Design curriculum. Using the work of artists to develop their own ideas and learning techniques which have been introduced by traditional artists.</p> <p>Students are introduced to the grid method during character design due to it's simplified shapes, ensuring the initial concept is grasped.</p> <p>Continuing to develop the understanding of the work of Artists and responding through their own practice in different ways allows the pupils to develop their own skills in relation to the wider world of art.</p> <p>Introducing the continuous line method allows students to be creative and learn that you can use your 'mistakes' to develop into successful outcomes.</p>	<p>Students have been introduced to the grid method, they now can use a more challenging subject to use it to improve proportion of observational drawings.</p> <p>Drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum.</p>	<p>Contextual Study underpins all aspects of the Art and Design curriculum.</p> <p>Pupils continue to develop their understanding of the work of another artist and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture.</p> <p>Focusing on sketchbook presentation prepares students for GCSE study, showing them good practice early on by teaching them how to evaluate their work and use annotation to document their progress.</p> <p>Students revisit medias and are introduced to new ones such as oil pastels.</p>	<p>Observational drawing is a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. Drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum.</p> <p>Understanding of basic colour theory and the application of painting techniques forms the basis for future projects and further art study.</p> <p>Contextual Study underpins all aspects of the Art and Design curriculum. Pupils continue to develop their understanding of the work of another artist and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture.</p> <p>Developing further skills by working in 3-Dimensions helps to gain a better understanding in spatial awareness.</p> <p>Developing their ideas, initial sketches and studies towards a more accomplished drawing/3D outcomes mirrors GCSE and A level practices through this process of working. Using artists work in a design context. Applying the style of an artist to a product and working within the restrictions of this context by following a brief.</p>
Why now?	<p>Logo Design:</p> <p>An introduction to logo design allows the students to build on prior knowledge of their graphics-based project in Year 7 (Tom Shamp).</p>	<p>Logo Design/Jon Burgerman:</p> <p>Further engagement through the work of other Artists. Pupil's continuing to recognise the importance of</p>	<p>Food and Sweets:</p> <p>Developing and refining drawing skills is important through the observational study of natural objects and forms to enhance and</p>	<p>Food and Sweets:</p> <p>Pupil's should be able recognise the importance of understanding the work of others in relation to their own practices and be able to confidently analyse the work of</p>	<p>Animals and Insects:</p> <p>Students have learnt basic drawing skills within the previous two projects, gradually building in difficulty whilst building on prior knowledge. Students learn how to refine and show a higher level of detail within their work using new</p>

	<p>They learn how to begin a project from a starting point, introducing the students to moodboards and bubble maps and how to use research to inform their designs.</p> <p>Students need to be introduced to all disciplines early in order to make an informed choice when it comes to taking their options.</p>	<p>understanding the work of other artists.</p> <p>Students who study GCSE art and in particular GCSE Graphic Communication would follow the process of exploring and designing their own brand or logo then begin research into relevant contextual sources (artists or graphic designers). In particular, this artist is experimental and shows students the importance of being creative and using their 'mistakes' or doodles to their advantage.</p> <p>Pupils should be in a stronger position at this stage of the KS3 course to work with the challenge of illustration and graphic style drawing.</p> <p>Students build upon their knowledge of coloured pencil work by learning how to build gradients and colour blending.</p>	<p>build upon their knowledge of the formal elements.</p> <p>Fundamentals of the KS3 course is scale and proportion understanding is a vital component of art related practices and further projects.</p>	<p>others to influence their own outcomes.</p> <p>Students have learnt how to present their artist research pages, they now build upon this knowledge to present their observational drawings along with annotation which mirrors GCSE study.</p>	<p>methods.</p> <p>Expanding and developing drawing skills will continue to support all assignments and subsequent work beyond KS3.</p> <p>Students focus on 'personal response' towards the end of the term creating a mix media response which allows the students to reflect on their strengths and create their own outcome which inspired by contextual sources studied.</p> <p>Developing compositional skills will lead to more successful outcomes and are key skills they would use at GCSE and A level practices in Art and Design.</p> <p>The students learn a variety of different medias throughout the three projects, build upon how to research into contextual sources within Graphics or Art. They continue to revisit and expand on how to present their work creatively with annotation and evaluation which sets them up for Year 9 studies where they will have more sketchbook presentation tasks to prepare them for GCSE study.</p>
<p>Skills &amp; Characteristics</p>	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>Bubble Map</li> <li>Moodboard</li> <li>Development of ideas</li> <li>Annotation and</li> </ul>	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>Contextual development: Further Written and verbal responses.</li> </ul>	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>Contextual development: Further Written and verbal responses.</li> </ul>	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages.</li> </ul>	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages.</li> <li>Understanding proportions and how to</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluation Creativity</li> </ul>	<ul style="list-style-type: none"> <li>Colour blending/ gradients</li> <li>Character Design</li> </ul>	<ul style="list-style-type: none"> <li>Developing work in relation to the work of artists and designers.</li> <li>Continued use and Development of the sketchbook / journal to record the process of an art project.</li> <li>Building upon prior drawing skills to refine observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding proportions and how to make food look realistic through a variety of medias.</li> <li>Grid Method</li> </ul>	<p>make animals look realistic through a variety of medias.</p> <ul style="list-style-type: none"> <li>3D work</li> <li>Personal response</li> <li>Continued and further development of a sketchbook / journal to record the process of an art project.</li> </ul>
Aspirations & Careers	<p><b>CEIAG</b>  Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p> <ul style="list-style-type: none"> <li>Food project enables us to discuss careers in photography and advertisement.</li> <li>Graphics project engages discussion about careers in graphic design. Links to real business and where their ideas for their brand have come from.</li> <li>Animal project opens up discussion about careers in Fine Art.</li> </ul> <p>Health and safety within a practical environment. Sharing and using equipment.</p> <p><b>Cultural Capital</b>  Contextual understanding underpins all future study in any Art and Design related discipline at GCSE / A level and Higher Education. It allows the pupils to develop and nurture a wider and deeper understanding of artistic and other cultural elements in both contemporary and historical contexts. The key practical skills developed begin to form the basics of all future study in any Art and Design related discipline at GCSE / A level and Higher Education.</p> <p><b>Extracurricular</b>  After school sessions in the art department  Lunchtime activities in Art department</p>				

**Summative Assessment:** Students are marked holistically with work mirroring the AQA assessment objectives which are watered down to make 4 categories of bronze, silver, gold and medal.

**Year 8:** End Points

- Low ability group identified as 'bronze' on the success criteria of tasks within lessons drawings will loosely resemble the image of choice (some mark making, and tone used), they will show some tonal value and blending skills emerging along with emerging awareness of proportion and scale and detail within their work. The student will show some evidence of artists research and annotation in an adequately presented sketchbook. The student will have attempted to evaluate their work within annotation or self-assessment.
- Middle ability group identified as 'silver' on the success criteria of tasks within lessons drawings will mostly look realistic and are mostly in proportion, they show a range of tonal value and some blending skills and an awareness of proportion and scale. Drawing will show some attention to fine detail where the student has used mark making techniques. The student will have begun to explore and experiment with different medias. Within their work they will show evidence of artists research and annotation showing attention to layout and presentation in their sketchbook. The student will have evaluated their work within annotation and during self-assessment tasks with some level of detail showing awareness of the success criteria.
- High ability group identified as 'gold' will show a wide range of confidently applied tonal value and confident blending skills within drawings which resemble the image of choice whilst showing a confident ability when working with proportion and scale (the student may have used the grid method or looked closely at one section to provide further accuracy). The student will be able to use any media is applied with confidence. The student will demonstrate a high level of refinement and fine detail within their work using mark making techniques. The student will show a flair for presenting artists research and annotation demonstrating attention to layout and presentation in their sketchbook. The student will have evaluated their work, recorded their ideas and any challenges they may have overcome.