

St Mary's CE High School Curriculum Map 2022-23



Subject: Art & Design

Year: 8

The Art department aims to promote an awareness of the visual language as a means of communication. With this, students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>CONTENT</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<ul style="list-style-type: none"> Natural Form Formal Elements Observational Drawing Composition & Scale Colour Techniques Karl Blossfeldt Andy Goldsworthy Kathy Morton Stanion Landscapes 2D Processes 3D Processes 		<ul style="list-style-type: none"> Surrealism Observational Drawing 2 Point Perspective Proportion Distortion Combining objects and ideas Salvadore Dali Redmer Hoekstra Rene Magritte Critical thinking 2D Skills & Processes 3D maquettes 		<ul style="list-style-type: none"> Illustration Observational Drawing Visual Communication Typography Manga Figure Drawing Movement Proportion & Scale Digital Art Arthur Rackham Pop Art and culture 2D Skills 	
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How to'</i></p>	<ul style="list-style-type: none"> Drawing and pencil work Biro and mark making Tonal Value Shading Highlight and Low light Colour theory Brush work Colour blending / Colour mixing Combining different surfaces Critical understanding How materials work together e.g combining oil pastels with watercolour Contextual studies 		<ul style="list-style-type: none"> Drawing Composition Developing abstract skills and processes Perspective Scale Biro and mark making Tonal Value Shading Highlight and Low light Colour theory Brush work Colour blending / Colour mixing Critical understanding 		<ul style="list-style-type: none"> Drawing and pencil work Proportion of the human form Scale Life drawing Colour work Colour theory Refining clear ideas Digital Art Ink and Wash Pop Art Critical understanding Illustration as a means of communication Contextual studies 	

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	<ul style="list-style-type: none"> • Mono print 	<ul style="list-style-type: none"> • Presenting coherent outcomes • Explain thoughts and ideas • Contextual studies • 3D wire work 				
Key Questions	<p><i>How can I make something look 3 Dimension?</i></p> <p><i>How can improve my design further?</i></p> <p><i>Why is space and composition so important within life drawing?</i></p> <p><i>Have I explored the formal elements in order to create a more realistic drawing/painting?</i></p> <p><i>Why is tonal value so important?</i></p> <p><i>How can I use these skills in everyday life and work?</i></p> <p><i>How is mark making helping me to add tone and texture to my work?</i></p>	<p><i>How can I refine my drawing skills?</i></p> <p><i>Why is perspective so important and what does it add to my composition?</i></p> <p><i>Why is the Surrealist movement important?</i></p> <p><i>How can I develop my own ideas?</i></p> <p><i>Why is it important to be more imaginative in my concepts?</i></p> <p><i>I can I show more texture in my lines.</i></p> <p><i>How can I use these skills in everyday life and work?</i></p> <p><i>How can I become more confident in my own ability and idea development?</i></p>	<p><i>Why is illustration important?</i></p> <p><i>How can improve my design further?</i></p> <p><i>Where will I find my original starting point?</i></p> <p><i>How can you create illustration employing digital art and photography?</i></p> <p><i>How can I make the image look like an illustration?</i></p> <p><i>How can I effectively communicate using illustration?</i></p> <p><i>How can I use these skills in everyday life and work?</i></p> <p><i>How can I use these skills in the future?</i></p>			
Assessment	<p>Baseline: - September</p> <p>Practical Assessments: - October</p>	<p>Practical Assessments: - November</p> <p>(Data cycle 1) - December</p>	<p>Practical Assessments: - January - March</p> <p>(Data cycle 2) - March</p>	<p>Practical Assessments: - April</p>	<p>Practical Assessments: - May</p>	<p>(Data cycle 3) - June</p> <p>Practical Assessments: - July</p>

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<p>Extended Learning /Extension Activities</p>	<ul style="list-style-type: none"> • Digital Art project • More in depth pieces of work on a larger • Exploring different surfaces • Artist research • Virtual Gallery
<p>Gallery and Museums to visit</p>	<ul style="list-style-type: none"> • Tate Britain http://www.tate.org.uk/visit/tate-britain • Tate Modern http://www.tate.org.uk/visit/tate-modern • The National Gallery http://www.nationalgallery.org.uk/ • The National Portrait Gallery http://www.npg.org.uk/ • The Victoria and Albert Museum http://www.vam.ac.uk/ • The British Museum http://www.britishmuseum.org/ • The Design Museum http://designmuseum.org/ • The Natural History Museum http://www.nhm.ac.uk/ • The Science Museum http://www.sciencemuseum.org.uk/ • The Wallace Collection http://www.wallacecollection.org/
<p>Super Curriculum</p>	<ul style="list-style-type: none"> • There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities. • Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them. • Visits to galleries allow students to experience real life artwork; observing and connecting with the artists' messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language. • Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world around them. • Students are expected to keep an A5 art journal to document their own connection to the visual art world around them – this will feed into their own projects of work