



## St Mary's CE High School Curriculum Map 23-24

### Year 8 Art

<p>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.</p>						
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<p><b>CONTENT</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<ul style="list-style-type: none"> <li>Natural Form</li> <li>Formal Elements</li> <li>Observational Drawing</li> <li>Composition &amp; Scale</li> <li>Colour Techniques</li> <li>Karl Blossfeldt</li> <li>Andy Goldsworthy</li> <li>Kathy Morton Stanion</li> <li>Landscapes</li> <li>2D Processes</li> <li>3D Processes</li> </ul>		<ul style="list-style-type: none"> <li>Surrealism</li> <li>Observational Drawing</li> <li>2 Point Perspective</li> <li>Proportion</li> <li>Distortion</li> <li>Combining objects and ideas</li> <li>Salvadore Dali</li> <li>Redmer Hoekstra</li> <li>Rene Magritte</li> <li>Critical thinking</li> <li>2D Skills &amp; Processes</li> <li>3D maquettes</li> </ul>		<ul style="list-style-type: none"> <li>Illustration</li> <li>Observational Drawing</li> <li>Visual Communication</li> <li>Typography</li> <li>Manga</li> <li>Figure Drawing</li> <li>Movement</li> <li>Proportion &amp; Scale</li> <li>Digital Art</li> <li>Arthur Rackham</li> <li>Pop Art and culture</li> <li>2D Skills</li> </ul>	
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How to’</i></p>	<ul style="list-style-type: none"> <li>Drawing and pencil work</li> <li>Biro and mark making</li> <li>Tonal Value</li> <li>Shading</li> <li>Highlight and Low light</li> <li>Colour theory</li> <li>Brush work</li> <li>Colour blending / Colour mixing</li> <li>Combining different surfaces</li> <li>Critical understanding</li> <li>How materials work together e.g combining oil pastels with watercolour</li> </ul>		<ul style="list-style-type: none"> <li>Drawing</li> <li>Composition</li> <li>Developing abstract skills and processes</li> <li>Perspective</li> <li>Scale</li> <li>Biro and mark making</li> <li>Tonal Value</li> <li>Shading</li> <li>Highlight and Low light</li> <li>Colour theory</li> <li>Brush work</li> </ul>		<ul style="list-style-type: none"> <li>Drawing and pencil work</li> <li>Proportion of the human form</li> <li>Scale</li> <li>Life drawing</li> <li>Colour work</li> <li>Colour theory</li> <li>Refining clear ideas</li> <li>Digital Art</li> <li>Ink and Wash</li> <li>Pop Art</li> <li>Critical understanding</li> <li>Illustration as a means of communication</li> </ul>	



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	<ul style="list-style-type: none"> <li>Contextual studies</li> <li>Mono print</li> </ul>	<ul style="list-style-type: none"> <li>Colour blending / Colour mixing</li> <li>Critical understanding</li> <li>Presenting coherent outcomes</li> <li>Explain thoughts and ideas</li> <li>Contextual studies</li> <li>3D wire work</li> </ul>	<ul style="list-style-type: none"> <li>Contextual studies</li> </ul>
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>



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Assessment	Baseline: - September Practical Assessments: - October	Practical Assessments: - November  (Data cycle 1) - December	Practical Assessments: - January - March  (Data cycle 2) - March	Practical Assessments: - April	Practical Assessments: - May	(Data cycle 3) - June  Practical Assessments: - July
Extended Learning /Extension Activities	<ul style="list-style-type: none"> <li>• Digital Art project</li> <li>• More in depth pieces of work on a larger</li> <li>• Exploring different surfaces</li> <li>• Artist research</li> <li>• Virtual Gallery</li> </ul>					
Gallery and Museums to visit	<ul style="list-style-type: none"> <li>• Tate Britain <a href="http://www.tate.org.uk/visit/tate-britain">http://www.tate.org.uk/visit/tate-britain</a></li> <li>• Tate Modern <a href="http://www.tate.org.uk/visit/tate-modern">http://www.tate.org.uk/visit/tate-modern</a></li> <li>• The National Gallery <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a></li> <li>• The National Portrait Gallery <a href="http://www.npg.org.uk/">http://www.npg.org.uk/</a></li> <li>• The Victoria and Albert Museum <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></li> <li>• The British Museum <a href="http://www.britishmuseum.org/">http://www.britishmuseum.org/</a></li> <li>• The Design Museum <a href="http://designmuseum.org/">http://designmuseum.org/</a></li> <li>• The Natural History Museum <a href="http://www.nhm.ac.uk/">http://www.nhm.ac.uk/</a></li> <li>• The Science Museum <a href="http://www.sciencemuseum.org.uk/">http://www.sciencemuseum.org.uk/</a></li> <li>• The Wallace Collection <a href="http://www.wallacecollection.org/">http://www.wallacecollection.org/</a></li> </ul>					



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Super Curriculum	<ul style="list-style-type: none"><li>• 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.</li><li>• Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them.</li><li>• 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.</li><li>• Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world around them.</li><li>• 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</li></ul>
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