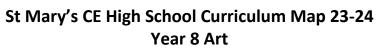


St Mary's CE High School Curriculum Map 23-24 Year 8 Art

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.

	and	d encourages students t	o reach their nighest po	otential in the area o	or art.	
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
CONTENT Declarative Knowledge – 'Know What'	 Natural Form Formal Elements Observational Drawing Composition & Scale Colour Techniques Karl Blossfeldt Andy Goldsworthy Kathy Morton Stanion Landscapes 2D Processes 3D Processes 		 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 		 Illustration Observational Drawing Visual Communication Typography Manga Figure Drawing Movement Proportion & Scale Digital Art Arthur Rackham Pop Art and culture 2D Skills 	
Skills Procedural Knowledge – 'Know How to'	Combining diCritical under	k making Low light / Ing / Colour mixing fferent surfaces standing ls work together e.g	 Drawing Composition Developing abs processes Perspective Scale Biro and mark in the procession of the processes Tonal Value Shading Highlight and Limit of the procession of the proces	making	 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 	



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	Contextual studiesMono print	 Colour blending / Colour mixing Critical understanding Presenting coherent outcomes Explain thoughts and ideas Contextual studies 3D wire work 	Contextual studies
Key Questions	How can I make something look 3 Dimension?	How can I refine my drawing skills?	Why is illustration important?
	How can improve my design further?	Why is perspective so important and what does it add to my composition?	How can improve my design further? Where will I find my original starting point?
	Why is space and composition so important within life drawing?		How can you create illustration employing
	Have I explored the formal elements in order to create a more realistic drawing/painting?	How can I develop my own ideas? Why is it important to be more imaginative	digital art and photography? How can I make the image look like an
	Why is tonal value so important?	in my concepts?	illustration?
	How can I use these skills in everyday life and work?	I can I show more texture in my lines. How can I use these skills in everyday life	How can I effectively communicate using illustration? How can I use these skills in everyday life
	How is mark making helping me to add tone	and work? How can I become more confident in my	and work?
	and texture to my work?	own ability and idea development?	How can I use these skills in the future?



St Mary's CE High School Curriculum Map 23-24 Year 8 Art

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	 Digital Art project More in depth pieces of work on a larger Exploring different surfaces Artist research Virtual Gallery 					
Gallery and Museums to visit	· ·					



St Mary's CE High School Curriculum Map 23-24 Year 8 Art

Super Curriculum	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

language.

• Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world

thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual

• 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