

### Curriculum Intent:

The Art curriculum provides students with the knowledge and tools to become fluent in both practical making skills and creative thinking, developing a visual language to express ideas. These transferable skills relate to the world at large and prepare students for next steps in education and experiences beyond school.

In Key Stage Three students experience a broad range of learning opportunities in traditional two-dimensional and three-dimensional media, including painting, printmaking, and ceramics. Through the study of inspirational practitioners, they examine British and World themes over the last 100 years, providing stimulus for developing their own ideas. Regularly examining contemporary career paths - architecture, photography and game design among others - students identify different areas of employment associated with the creative arts and how specific art skills link to other industries. All students work in co-operative learning groups where, through communication, reflection, and celebrating each other's success, understanding of the subject becomes deeper.

Progressing onto GCSE and A level, students become fully independent. Designing their own projects, photography and research provide sources for their ideas and observations of the world around them, developing a portfolio of original artwork - the body of work vital for entry into college, university, and apprenticeships.

### 'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Skills developing in year 7 are revisited in Year 8 through analysis of Futurism – Colour, control, depth and blending, key aspects of painting are explored in a larger scale Futurist scene from World War 1. The timing of which coincides with Armistice Day. This signifies an important event in British history contributing to a programme of British cultural and historical influence on Art, and vice-versa.
- To complement the commercial aspects of printmaking and maritime Art in year 7, the introduction of ceramics in year 8 supports the examination of design and making careers.
- Self-reflection and assessment is continuous – students will be developing their learning and understanding of how to keep an art journal in preparation for GCSE Art and Design subjects, where all learning and assessment is project based and all work is assessed.

## Medium Term Planning Document: ART Year 8

The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

*ART*	Year 8 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Futurism	<b>The Technological ages of Humankind</b>		<a href="#">futurism powerpoint dry media.pptx</a>
	Stone Age to Digital Age		
	Futurism: Machine Age - movement and speed study of 'Futurism' machine like		
	Futurism – Speed and movement conventions	Visual scan	
	Study of machine in context blending with colour pencils	Verbal Feedback	
	The Horror of War: Christopher Nevinson 'The Machine gunners' colour study and written analysis	Mark /5 using Department criteria	
	Develop own idea of a Futurist scene incorporating exploding bomb		
<b>Key Words: Futurism; Christopher Nevinson; Machine Age; developing ideas ; applying conventions; horror of war; speed movement; Armistice Day.</b>			

## Medium Term Planning Document: ART Year 8

*ART*	Year 8 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Futurism	<b>Mid-year assessment:</b> Completing own idea of a Futurist scene incorporating exploding bomb	Visual scan Verbal Feedback Whole class feedback <b>Mid-year assessment /100</b>	<a href="#">futurism powerpoint dry media.pptx</a>
	<b>A3 Futurist scene in colour:</b>		<a href="#">Futurism-part2-A3OilPastelStudy</a>
	Explore oil pastels – coverage, blending		
	Large- scale composition		
	Colour scheme – war and speed		
	Movement lines		
	Visual effects - of war		
	<i>Careers: Video and task (refer to scheduled order)</i>		
<b>Key Words: Futurism; Christopher Nevinson; Machine Age; developing ideas ; applying conventions; horror of war; speed movement; Armistice Day.</b>			

### Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

*ART*	Year 8 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Ceramic shoe	<b>Ceramics and Industry:</b>	Visual scan Verbal Feedback Mark /5 using Department criteria	
	History and context – Research and analysis Northampton and shoe industry		
	Standard of Presentation – lay out and handwriting		
	<b>Drawing workshops of Shoes from observation:</b>		
	Drawing workshop 1: Explore and record shape and form in line – variety of drawing media - short time frame studies		
	Drawing workshop 2: Explore and record colour and tone – Mixed dry media – short and longer time frame studies.		
	Drawing workshop 3: Refine and present a study of a shoe in a media of choice.		
	Health and safety when working with clay and ceramics Using clay basics – heat, manipulation cleaning and storing and disposal of clay.		
	<i>Careers: Video and task (refer to scheduled order)</i>		
	<b>Key Words: Ceramics; man-made forms; health and safety; clay modelling; observation; Industry; line drawing</b>		

## Medium Term Planning Document: ART Year 8

*ART*	Year 8 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Ceramic shoe	<b>Ceramic shoe from observation:</b>	Visual scan Verbal Feedback Whole class feedback Mark /5 using Department criteria	<a href="#">croc project slides.pptx</a>
	Modelling - pinch pot technique to develop basic form.		
	Forming and manipulating – tongue and sole; joining clay techniques.		
	Sculpting – creases, folds, eyelets etc.		
	Selection and use of tools safely and correctly		
	Impressing detail and texture		
	Smoothing and refining with brush and water		
	Kiln temperatures – firing and glazing		
	Health and safety		
	Storing		
	<i>Careers: Video and task (refer to scheduled order)</i>		
<b>Key Words: Ceramics; joining; forming; attaching; ; health and safety; clay modelling; firing; glazing; impress; sculpt; joining; forming; texture; pinch pot</b>			

## Medium Term Planning Document: ART Year 8

Year 8 – Half Term 5				
Topic	Content	Formative Assessments?	Link(s) to an example lesson	
<b>Man-made forms End of Year Assessment</b>	<b>Observational drawing of a man-made form e.g glass, bottle:</b>	Visual scan Verbal Feedback Whole class feedback Mark /5 using Department criteria	<a href="#">Still life whole project powerpoint RHu.pptx</a>	
	Drawing <u>man-made forms – understanding: planning, symmetry</u> , measuring and ellipses.			
	Drawing Tonal range, contrast, blending, adding light with an eraser transparency			
	Drawing grid and observation windows to isolate area to concentrate on close-up observational drawings			
	Observation of and applying Texture and background tones			
	Applying as grey scales			
	Texture			
	Control			
	<b>End of Year assessment Practice Man-made forms and</b>			<a href="#">Year 8 - End of year Assessment - Form shading and light - Water bottle - 2023.pptx</a>
	Building a drawing in layers light to dark, directional shading			
	Directional shading, Directional shading			
	<i>Careers: Video and task (refer to scheduled order)</i>			
<b>Key Words: Gradation of tone; 80/20; texture; highlights; natural forms; control; grey scale; directional shading; observation window; contrast; transparent; blending; background tones</b>				

## Medium Term Planning Document: ART Year 8

### Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6, covering all content taught in term 5, carrying 100 marks. This mark is combined with the mid year assessment which also carries 100 marks. The total - for both assessments combined adding up to 200 marks - will form the basis for students Rank Order in the subject.

ART	Year 8 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Man-made forms- End of Year Assessment</b>	<b>End of Year Assessment:</b> Present – observational drawing	Visual scan Verbal Feedback Mark /5 using Department criteria Whole class feedback <b>E of Y assessment /100</b>	
	Present – observation drawing of a manmade form		<a href="#">Still life whole project powerpoint RHu.pptx</a>
	<b>Painting of a man-made form from life - observation:</b>		
	Observation of colour and texture mark making		
	Building up colour and tone in layers		
	Observation of natural forms from life		
	Observation of natural forms from life		
	<i>Careers: Video and task (refer to scheduled order)</i>		
<b>Key Words: Gradation of tone; 80/20; texture; highlights; man-made forms; control; grey scale; directional shading; from life;</b>			