

Subject: Art

Year 8 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Threshold concepts

GCSE Assessment objective	KS3 NC connection	How will students achieve this?
AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	Know about artists, craft makers and designers, and understand the historical and cultural development of their art forms.	By studying and understanding the context of different art and design practice across different time periods, media and applications.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques	By being taught different techniques to achieve individual and appropriate outcomes in different art media.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.	Produce creative work, exploring their ideas and recording their experiences Evaluate and analyse creative works using the language of art, craft and design	Students will analyse and reflect on their own practice through self and peer assessments to help them gain proficiency in a variety of skills and understand areas for improvement. Students will gain an understanding of subject specific terms. Students will be guided on how verbal and written language is used to signpost characteristics of the wider visual language.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Produce creative work, exploring their ideas and recording their experiences Evaluate and analyse creative works using the language of art, craft and design	Students will produce an outcome to summarise the skills which they have learnt throughout the Beautiful Bugs SOW and Sweets and Cakes SOW.

Sequence of learning

Insect Project

The Insect project builds on techniques and skills learnt in Year 7, with the addition of new materials. This project has been designed to improve proficiency in vital mediums in Art and Design, and to enable students to explore new methods of working. It follows a similar format to the Year 7 curriculum, as students work through medium types in a coherent pathway. Students will begin with a baseline test to assess where their observation, shape, colour blending, and tonal skills are currently at. This will give an opportunity for students to recall their learning from Year 7.

Students will firstly build on their pencil skills, with additional learning of how to illustrate texture in a moth drawing through the direction of which line is applied in the moth body and in the wings. This will be a new technique, however it will adapt and build upon what students learnt previously when producing a pencil leaf drawing in the Plants and Cacti project. As students are now looking at a different group of subject matter, it is important that they are introduced to techniques which are suitable in creating a realistic drawing of an insect. Pencil is studied first to create a solid platform from which other mediums can be built upon, as this new skill, as well as prior knowledge of how to create tone, can be transferred easily to other mediums.

Coloured pencil will then be used to create a realistic drawing of a bee. Students will transfer the tips what they have learnt from how to draw a successful moth to the bee. The main elements of this will be the use of multiple basic shapes to form an accurate drawing, and creating texture with line, such as the body hair on the bee. These skills will be pushed further with the addition of accurate colour selection, tone and colour blending, improving their proficiency in drawing.

Practice of colour choices, tone and colour blending will then be applied to an oil pastel butterfly wing study. The challenge here for students will be to combine this knowledge with the skills that they learnt from using oil pastels in Year 7.

Monoprinting will then be introduced into the project. This will expand students knowledge of printing techniques, as additional knowledge from the collagraph printing used in Year 7. They will learn how to use specialist equipment to produce an accurate print of a beetle. By this point, students should be developing a confident use of line through learning how to draw accurately, which will help to achieve a successful monoprint through tracing the beetle.

Students will then learn how to develop a monoprint further by experimenting with the introduction of coloured pencil to it. This will strengthen students knowledge of materials and how they can be combined with one another, whilst practicing and developing on skills already known, such as colour blending and tone. Students will be taught how to select an appropriate colour palette, through the choice of either warm or cool colours. This will be recapped from the Year 7 Key Skills project.

After the monoprint beetle, students will develop tonal skills through creating a pointillism beetle in pen. They will consider the similarities and differences from stippling in Year 7 to develop this technique.

Stick and ink will then be introduced. This is placed here in the project, as students can apply dexterity skills learnt from the line drawing in the monoprint, and the fine details used in pointillism, as both lines and dotting are essential for creating a successful stick and ink cascada bug drawing. Using stick and ink will introduce them to understand that drawings can be produced in other creative ways.

Toward the end of the project, students will carry out a mixed media ladybird, combining multiple mediums which are previously practiced in the project, whilst applying them onto different paper surfaces to push their learning.

The project concludes with students producing a decorative textile moth structure, building on their dexterity skills. This task is at this point in the project as it concludes the project nicely by combining other elements of the project, to help present a personal and meaningful response.

Sweets and Cakes Project

The final project for Year 8 centres around the subject matter sweets and cakes. A pencil drawing of a biscuit will be completed first as it will underpin the skills needed to transgress to other mediums. Knowledge will be stretched at this point by introducing graded pencils. Students will gain an understanding of how pencils are graded and the different qualities that they have, then put them into practice.

Pencil drawing skills will then be adapted to coloured pencil cupcake drawing. This study is placed at this point to develop students' ability to draw more complex shapes, as the cupcake has to be broken down into multiple basic shapes, and has finer details within the drawing of the icing. This will help develop capability of drawing more complex studies later on, such as drawing multiple sweets in one drawing from the photography element of the project.

After drawing an outline for the jammy dodger, using knowledge from the previous pencil biscuit drawing to help gain accuracy, students will then apply watercolour. Here, students will learn new skills progressing from the watercolour key skills they learnt in Year 7, by learning how to mix different shades of brown. This will develop their knowledge of colour and help them create an accurate jammy dodger watercolour. Use of watercolour is placed at this point in the scheme of work as it is a familiar medium, yet will have a natural movement to the next medium to be introduced, acrylic paint.

Acrylic paint has similarities and differences to watercolour, allowing students to adapt their previous handle on watercolour to suit this new media. These will be explained to and tested by students before beginning Wayne Thiebaud responses. The introduction of the artist will help solidify students understanding of how acrylics can be used professionally and successfully. Acrylic paints are a new medium not yet covered in the Year 7 or Year 8 curriculum. As well as expanding students artist knowledge, introducing acrylics will give them another way of exploring and experimenting with media, materials, techniques and processes.

Photography is then introduced, linking in career opportunities through an understanding of food photography in industry. Students will learn how to use a basic SLR camera and in pairs or groups arrange and photograph sweets and cakes in a professional manner. These photographs will then be drawn from, and students will transfer previous knowledge of drawing through multiple basic shapes and tone with various media to their drawings.

Next in the project, students will study the work of Patti-Anne Stevenson and create an artist response to her work. They will use dexterity skills managed from constructing the 3D textile moth in the Insects project, whilst learning how to use different materials to make a 3d shape, i.e. cardboard and papers. Students will not be entirely new to these materials, as they encountered them in Year 7 when creating their collagraph template, so previous knowledge of how to handle them, for example when cutting them out and sticking together, can be applied here.

The Sweets and Cakes project will conclude with students demonstrating what they have learnt through drawing a more complex study through multiple basic shapes. They will draw a jar of sweets

and assess the work which they have done so far to select a preferred and successful medium to apply to the drawing. This should enable them to achieve an individual and meaningful response.

Subject knowledge and procedural knowledge

Insects project

Subject Knowledge <i>Students should know that...</i>	Procedural Knowledge <i>So that they can...</i>
Pencil moth	
An image can be broken down into multiple basic shapes	Begin to build an accurate drawing with correct proportions from the foundations of a number of basic shapes
The direction in which tone is applied can alter the accuracy of a drawing and illustrate texture	Consider how to apply their tone accurately in the wing details of the moth to illustrate texture
The direction in which pencil is applied can vary the outcome of the drawing	Produce a realistic drawing through considering direction of pencil lines and tone
Coloured pencil bee	
Quality of line is the thickness or thinness of a line	Apply coloured pencil to their bee to show the hairs on a bees body, with a good and consistent quality of line
Mixing coloured pencils together can create new colours, such as secondary and tertiary colours	Combine reds, yellows and oranges to gain tonal values closest to the bee
	Combine browns, greys, blacks, and blues to gain tonal values closest to the bee
Oil pastel butterfly wing	
Applying different pressures to oil pastel changes the vibrancy of the outcome	Produce a vibrant drawing with oil pastel
Monoprint beetle	
A monoprint is created through a specific process using specialist equipment	Create a successful monoprint using the process as instructed safely and accurately
Warm colours are red, yellow and orange	Select either a warm or cool colour group to apply to their beetle
Cool colours are purple, blue and green	
A monoprint can be enhanced through adding media with the appropriate techniques, such colour blending and adding tone with coloured pencil	Work back into the beetle monoprint with coloured pencil to develop it further, using colour blending and varying tone
Pointillism beetle	
Pointillism is a technique where tone is built up from tiny dots. The closer the dots are together, the darker the area.	Build up a range of tonal work in a drawing with the pointillism technique
How a pen is held and the pressure applied will alter the size of the dots	Produce consistent dots to achieve a high quality pointillism drawing
Pointillism's difference to stippling is the accuracy and quality of the dots that are applied to the paper	Create a more refined outcome in a drawing with the build up of pointillism
Stick and ink cascada bug	
The thicknesses of line can be varied depending on what side of the stick is used, how it is positioned and how much ink is applied to the stick	Produce a range of marks and lines on the paper with stick and ink
The amount of ink applied will have an effect on the outcome of the stick and ink drawing	Get an amount of ink on their stick which will enable them to produce a good quality of line and vary thicknesses where needed

Small mistakes can be corrected	Build confidence with stick and ink by not worrying about small misplaced marks
Michelle Morin moths	
Michelle Morin's work includes loose shapes	Draw a moth outline which clearly shows inspiration from Michelle Morin
Michelle Morin's moths include a variety of purposefully placed patterns	Add patterns to their moth which are inspired by Michelle Morin
Michelle Morin's works are mainly of natural tones	Select appropriate colours for their Michelle Morin response
Adobe Photoshop collage beetle	
Various colourful patterns can be created in Adobe Photoshop using basic brush and pen tools	Develop a range of colourful mark making patterns in Adobe Photoshop in preparation for collaging
Cutting with half of the scissor blade and moving the scissors and paper together helps to cut out accurate collage shapes	Cut out a range of shapes to help build up their insect collage
An image can be built up by arranging multiple collage pieces in different compositions	Arrange a variety of collage pieces in an insect form
Mixed media ladybird	
Book, newspaper and brown papers can be torn and arranged together on top of white paper to create different surfaces to work on	Create a visually interesting mixed media background in preparation for their ladybird drawing
The paper surfaces can be used to mark out where to apply different mediums to	The papers are used for specific mediums, so that the drawing looks purposeful and visually interesting
Shading in a circular motion with coloured pencils blends colours together easily	Blend coloured pencils naturally from one shade to another
Tonal values should match up between the different mediums where paper surfaces change	The ladybird drawing has correct tonal values between different mediums, so that students can demonstrate their confidence in using a variety of media
Textile 3D Moth	
Yumi Okita and Mister Finch are artists who make 3d textile sculptures of insects, particularly moths	Visually dissect and analyse the work of Yumi Okita and Mister Finch
Textiles can be used to construct moth-like sculptures	Create a decorative moth sculpture from a combination of materials, including textiles
A glue gun needs to be operated safely and purposefully	Use a glue gun in a successful way to join elements of their 3d moth together where needed
Michelle Morin patterns can be incorporated into the paper wings to help produce a more individual and thoughtful response	Include inspiration from multiple artists and techniques into their work to help produce a considered, purposeful and meaningful response
You can stitch into paper by punching holes into the paper first and using masking tape to tape the thread down	Add multiple media into the paper wings by including stitch in a time efficient way

Sweets and Cakes project

Subject Knowledge <i>Students should know that...</i>	Procedural Knowledge <i>So that they can...</i>
Pencil biscuit drawing	
Higher grade pencils create a darker tone with more ease	Add darker, more realistic tones to a drawing
Shadows can increase the realism of a drawing	Include a shadow accurately to improve the accuracy of a drawing and make it more realistic
A rubber can be used to add white highlights	Extra highlights can be added to enhance the drawings realism

Coloured pencil cupcake	
A drawing can be created from multiple basic shapes	Combine basic shapes of a trapeze and a triangle to build the foundations for an accurate cupcake drawing
Jammy Dodger watercolour	
A rich brown can be made from mixing a true green and red.	Make a range of gold and brown tones to apply to the jammy dodger drawing
Mixing yellow with a small amount of purple will make sienna (a golden-brown) colour	
Wayne Thiebaud	
Acrylic paints are thicker than watercolour, therefore the application of them to paper has a different outcome	Understand the differences between watercolour and acrylic paints so they are used appropriately and correctly
Paintbrushes should be left in water when not being used	Keep tools and materials from drying out so that they are kept in good condition
Acrylic paint can be thinned with water	Thin out the paint if necessary
White should be added to a colour to lighten it	Make lighter tones of the colours they need
Black should not be used to darken colours	The correct tones are made
Sweets and cakes photography	
The links to careers in photographing food	Understand and learn about career pathways and how photography is applied to industry
That how the subject matter is arranged will affect the quality of the photograph	Arrange the sweets in a visually interesting way so that thoughtful compositions can be achieved within the photographs
Use the basic tools on an SLR camera	They can take a clear photograph with camera similar to what is used by a professional photographer
The rule of thirds should be used to compose a successful photograph. The screen should be split up into nine equal squares by two horizontal lines and two vertical lines. The subject should be placed at the intersection of the dividing lines or along the lines	Use the rule of thirds to create a photograph with thoughtful composition
The subject matter should be well lit	Produce a clear photograph
A series of photographs should be taken so that there are multiple choices to draw from	Have a wide range of photos to choose to draw from
Observational studies	
What photograph you choose to draw can affect the quality of your outcome	Choose a clear photograph to draw from with fine detail
Patti-Anne Stevenson	
Structures can be made from cut out pieces of cardboard and newspaper to form the foundations of a cupcake shape	Form a basic structure for the Patti-Anne Stevenson response
Cut out small shapes from cardboard and textured papers to form individual toppings	Produce creative Patti-Anne Stevenson style toppings from materials to add to the cupcake shape
Jar of sweets outcome	
Self-assess their work to find their key strengths	Produce a response to their highest ability

Curriculum links to careers

In the second unit of work, Sweets and Cakes, students will study how a photographer works in industry. They will be introduced to Jess, who is a professional photographer. There will be a particular focus on her time spent photographing cakes for Mary Berry's cookbook.

Working in groups, students will create a setting for sweets and cakes to be photographed in, taking in to consideration elements which would be thought about by a professional photographer, such as the setting,

arrangement of subject matter, composition of photographs (rule of thirds), and lighting. Students will also learn the basic functions of a SLR camera.

To conclude, in their groups, students will produce a visual 'Industry' board of their work, as if to present a mood board to the author and publisher of their photography. This will include annotation to explain their process.