

Year 8 Curriculum Implementation: ART and DESIGN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Introduction to One Point Perspective in Architecture</li> <li>• Discovering photographer Cameron R Neilson</li> </ul>	<ul style="list-style-type: none"> <li>• Re visiting the colour wheel</li> <li>• Use of watercolour</li> <li>• Creating composition using perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering Henry Moore</li> <li>• Observational drawings using various mediums</li> </ul>	<ul style="list-style-type: none"> <li>• Creating ideas for clay sculpture based on observational drawings</li> <li>• Using clay to create sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how different artists have used various printing processes</li> <li>• Learning how to cut a lino print</li> </ul>	<ul style="list-style-type: none"> <li>• Mono printing</li> <li>• Polystyrene printing</li> <li>• Creation of final composition based on architecture in print form</li> </ul>
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>• Understanding of line</li> <li>• Fine motor skills</li> <li>• A01 Researching and Investigating an artist</li> </ul>	<ul style="list-style-type: none"> <li>• Colour Theory</li> <li>• Use of paintbrush</li> <li>• Use of one point perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Use of tone.</li> <li>• How to create an artist research page.</li> <li>• How to analyse the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>• How to refine ideas.</li> <li>• How to use clay to create a 3D form</li> </ul>	<ul style="list-style-type: none"> <li>• Research techniques.</li> <li>• Safe use of cutting equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Developed understanding of variety of printing processes</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Peer and self-assessment in a variety of forms</li> <li>• Continuous verbal feedback</li> <li>• Teacher will assess against four Assessments (A0) throughout the year. A01 – artist research A02 – experimenting and refining A03- ideas A04 – final piece</li> </ul>					
<b>Home learning</b>	<ul style="list-style-type: none"> <li>• Home learning will be based around key drawing skills linking to the 7 formal elements in Art and Design. (line, tone, texture, form, pattern, shape and colour)</li> </ul>					
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>• Art Club – Wednesday afterschool</li> <li>• students gain cultural capital through the exploration of various artists past and present. Artist explored are from a range of various cultures, genders and social backgrounds</li> </ul>					
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Subject specific vocab recorded in glossary and used continuously in class by teacher and students</li> <li>• Opportunities for oracy</li> <li>• Peer feedback</li> <li>• Plenaries discussing strengths and areas for development</li> <li>• Contextual study pages encouraging analysis of artists</li> </ul>					
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Cameron R Neilson's imagery is rich in linear structures and rhythmic patterns formed by building facades and their interstitial spaces. This encourages students to think numerically about repetition, symmetry and scale</li> </ul>		<ul style="list-style-type: none"> <li>• Henry Morre's abstract organic forms, and reclining figures are simplified into geometric shapes (ovals, spheres, arches)</li> <li>• Students link this to 2D and 3D geometry: cylinders, cones, spheres, curves</li> </ul>		<ul style="list-style-type: none"> <li>• Students explore symmetry, rotation, reflection, and translation</li> </ul>	
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Engineering</li> </ul>		<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Sculptor</li> </ul>		<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Fine art</li> <li>• Graphic design</li> <li>• Textile design</li> </ul>	

<b>Spirituality</b>	<b>In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?</b> <ul style="list-style-type: none"> <li>• Camron R Neilson’s images encourage stillness and focus: looking up, noticing details, seeing beauty in negative space</li> </ul>	<ul style="list-style-type: none"> <li>• Henry Moore’s organic shapes were inspired by bones, shells, stones, and landscapes</li> <li>• This grounding in natural forms suggests a spiritual link between the human body and the earth, echoing ideas of unity with nature</li> </ul>	<ul style="list-style-type: none"> <li>• Printing requires patience, care, and mindfulness—inking, pressing, lifting</li> <li>• This slow, meditative process itself can feel spiritual, like a form of artistic meditation</li> </ul>
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"> <li>• Encouraging children to be creative and to draw as much as possible at home</li> <li>• Visiting art galleries and museums</li> <li>• Watching educational programmes about artists</li> </ul>		