

Year 8	AUTUMN		SPRING		SUMMER	
	Portraiture EXPLORATIVE		Street Art and Three Dimension EXPLORATIVE		Exploring and Abusing Art Histories. FOUNDATION	
<b>Declarative</b> <i>What should they know?</i>	<p>Deep Dive into the painting by Chris Ofili, No Woman no Cry.</p> <p>Critical and contextual understanding of the work developed by Chris Ofili</p> <p>Exploration of how issues such as the judicial system, race and knife crime can motivate artists to make work. BLM and art activism.</p>		<p>Street Art: <b>Alice Mizrachi ,Shamsia Hassani</b> ,Amara por Dios, My Dog Sighs: (MBA) Zooming in on Manchester based artists.</p> <p>Critical and contextual understanding of the work developed by Street Artists. Understanding of the gender bias in street art and how this is slowly changing.</p>		<p>Basic western art history described as movements. Reactionary nature of Art. Why and how different art movements/cultures develop art rules and conventions. Why and how artists 'abuse' established genres and traditions. How artists and artworks continually influence one another. <a href="https://www.artpedagogy.com/yr8tc4.html">https://www.artpedagogy.com/yr8tc4.html</a></p>	
<b>Procedural</b> <i>What should they be able to do?</i>	<p>Debating, empathy, understanding, listening, drawing and pattern making, mono print, oil pastel, sgraffito, pencil grading, mixedmedia</p> <p>Simplification, quality of line, colour application.</p>		<p>Speed, space, control over paint, understanding of positive and negative space, layering, working blind, stenciling, collage, mixed media</p> <p>Working independently, collaging, colour theory, illustration. Art industry</p>		<p>Drawing/markmaking using a range of materials, colour mixing through painting, sculpting, construction, planning debating, empathy listening, group work.</p>	
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	<p>Portraiture, stylisation, trope, Blaxploitation, racism/anti-racism, texture, surface pattern.</p>		<p>Simplification, colour blocking, graphics, illustration, flyposter, collage, scale.</p>		<p>Contemporary, contextual, interpretation, modernism, narrative, still life, expressionism, genre, portraiture, landscape.</p>	
<b>Assessment</b>	<p>Peer Assessment Formative assessment in class. Chris Ofili Mixed Media portrait.</p>	<p>Peer Assessment Formative assessment in class. Portraiture-self exploring tone in pencil.</p>	<p>PT: Portraits Peer Assessment Formative assessment in class. Painting on a building</p>	<p>Peer Assessment Formative assessment in class. Observational drawing of a crushed can,</p>	<p>PT: Colour Peer Assessment Formative assessment in class. Zine</p>	<p>Peer Assessment Formative assessment in class. Zine</p>

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