



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

ART

INTENT

"Art is not a mirror held up to reality but a hammer with which to shape it." - Bertolt Brecht

- Students will develop their ability to realise creative thoughts/ideas/imagination.
- Pupils will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice.
- Students will be supported and nurtured to shape their own outcomes.
- Students will gain a deep cultural knowledge and understanding.
- We will empower children to voice, shape and express cultural heritage.
- Students will develop skills for future learning and employment.
- We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about their world.



YEAR GROUP

YEAR 8

RATIONAL / NARRATIVE

Pupils explore, experiment and develop the skills needed to successfully decode the increasingly visual world around them. It is our intention that pupils do this without fear of failure. Units are exciting, current, and encourage students to be able to question, critique, describe, subvert their world only Art can do this honestly.

TERM KNOWLEDGE

AUTUMN 1

Nightmare Before Christmas:

Critical and contextual understanding of the work developed by Tim Burton.

Diversity of careers within the arts.
Exploration of the design process.

Drawing skills, blending tone and using a range of drawing tools Tone matching and the challenges of working in 3D.

AUTUMN 2

Nightmare Before Christmas:

Exploration of a variety of 3D construction techniques.

Exploration of a variety of processes that will inform the making of the amerture.

SPRING 1

Observational drawing:

Students revisit basic drawing skills and investigate formal elements through practice focusing on the human figure.

Introduction to Chris Ofili, No Woman no Cry:

Critical and contextual understanding of the work developed by Chris Ofili.

Diversity within the arts.
Exploration of portraiture

Exploration of how issues such as the judicial system, race and knife crime can motivate artists to

SPRING 2

Chris Ofili, No Woman no Cry:

Drawing skills, quality of line, pattern, layering and collage can inform work.

Understanding of stylization and quality of line.

Exploration of composition when working in layers.

Critical and contextual understanding of portraiture though our art history.

Work to be included in Stephen Lawrence Day exhibition in library.

SUMMER 1

Street Art:

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.

Exploration of a variety of street art techniques, collage, stencilling, stylizing. 3D cardboard construction.

SUMMER 2

Street Art:

Development/refinement of techniques.

Understanding how Graffiti has influenced fashion and designers.

How to plan a final independent piece of work.



SKILLS				make work.		
	Drawing, painting, sculpting, construction, planning.	Drawing, painting, sculpting, construction, planning.	Facial features drawing workshops, students will study zoomed in facial features, drawing and pattern making.	Simplification, photography, quality of lie, colour application.	Speed, space, control over paint, understanding of positive and negative space, layering, working blind. 3 D cardboard construction.	Working independently, collaging, colour theory. Origami shirt and graffiti style outcome.
ASSESSMENT	MP1 Blending of colour	MP2 Planning/design	MP1 Progress test	MP2 Chris Ofili	MP1 Graffiti artists	MP3 Progress test
HOME LEARNING	Completion of Teams Knowledge and recall quiz based on the artist of term.					
READING, WRITING, TALK, NUMERACY	<p>Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.</p> <p>Writing developed in every lesson through written annotation and analysis of artwork and artistic processes.</p> <p>Opportunities for talk in every lesson using evaluative talk and questioning to respond imaginatively to stimuli. Pupils develop opinion and constructive criticism of peer work and artist's work. SEEC used for all Tier 3 Vocab.</p>					
TIER 2 VOCABULARY	Technique Develop	Refine Experiment	Context Detail	Respond Interpret	Research Compare	Review Produce
TIER 3 VOCABULARY	Genre, dark, illustration, distortion, gothic.	Stop frame animation, scene, narrative, storyboard.	Context, collage, layering, stylization.	Blaxploitation, resin, casting, monoprint.	Graffiti, Street art, public art, legal, illegal.	Simplification, colour blocking, graphics, illustration.
PSPSMC, BRITISH VALUES AND DIVERSITY	<p>Social: Students will consider the impact of the animation and film industry and how it helps to inform and educate.</p> <p>Physical: Students will need to consider their own and others personal wellbeing during the making process, particularly if children are asthmatic.</p> <p>Moral: Students will be made aware of the moral narrative in the work of Tim Burton particularly form the 'Outsiders' point of view.</p> <p>Students will engage with cultural workshops celebrating our diverse community at point throughout the year.</p>		<p>Social: Students will consider the impact of the Stephen Lawrence case on British society. Pupils will be invited to draw on their own experiences in a safe talking space.</p> <p>Moral: Pupils will explore the issues surround knife crime, has it changed considering Lawrence's death?</p> <p>British Values: Students will consider some of the regulations and laws that govern police and how the death of Stephen Lawrence impacted on these. Pupils will consider their own view and experiences with the police within the context of race.</p> <p>Students will engage with cultural workshops celebrating our diverse community at point throughout the year.</p>		<p>Social: Students will consider the impact of Street Art</p> <p>Moral: Graffiti: Art or crime?</p> <p>British Values: Students will be encouraged to consider freedom of expression and what that means within our society.</p> <p>Students will engage with cultural workshops celebrating our diverse community at point throughout the year.</p>	

