

## Art Year 8 Curriculum Map

The emphasis on students' experience of Art and Design through Year 8 is to build upon knowledge, understanding, skills and techniques gained throughout Year 7. Students continue to develop an appreciation of the work of artists/ designers and understand the role of artwork from a range of cultures. Through project work students experience making art in a variety of mediums that include painting, drawing, mixed media, print, Photoshop and photography elements and sculpture.

Term	I am learning	I will be able to
Autumn	<p><b>PORTRAITS</b></p> <ul style="list-style-type: none"> <li>To discuss and question critically a range of visuals to help develop ideas about Portraits</li> <li>To identify different qualities and characteristics of character, period, expression, gesture and composition.</li> <li>To record observations through drawing and annotations.</li> <li>To organise and present information in different ways.</li> <li>To discuss ideas and as well as those of others.</li> <li>To record and analyse first-hand observations.</li> <li>To incorporate different elements of text and collage.</li> <li>To investigate, combine and manipulate materials.</li> <li>To express ideas about themselves.</li> <li>To develop skills of using colour and textures.</li> <li>To consider composition of images.</li> <li>To learn about the techniques Chuck Close uses and how to create own portrait.</li> <li>To understand different perspectives and techniques through development of sketchbook work and learn how to create and develop own self-image.</li> <li>To adapt and refine their work, in the light of their own and others' evaluations.</li> </ul> <p>To develop communication skills by discussing and evaluating own and others' work.</p>	<p>Understand proportion – facial features.</p> <p>To create a self Portrait – Detail pencil sketch</p> <p>Grid technique portrait – Tones and colour</p> <p>To produce an Artist research poster with drawings and annotations.</p> <p>To produce a personal developed painting – planning.</p> <p>To explore and develop ideas</p> <p>Collect and present resources, preparatory drawings and research,</p> <p>To apply line, tone and texture to their work.</p> <p>Investigate and make; use and application of tools and materials, use of colour and texture, qualities of composition and expression, use and application of contextual references.</p> <p>To progress further, by selecting visuals and tactile information and use this to develop their work</p> <p>To manipulate materials and processes and use these to communicate ideas and meanings about identity.</p> <p>Match visual and tactile qualities to their intentions; analyse and comment on ideas and approaches seen in their own and the work of others.</p> <p>To adapt and refine their work to reflect their own view of its purpose and meaning.</p>

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<p><b>Spring</b></p>	<p>ARCHITECTURE – LIVERPOOL – OUR CITY</p> <ul style="list-style-type: none"><li>• To discuss and question critically a range of visuals to help develop ideas through Architecture.</li><li>• To develop ideas about the use of space</li><li>• To record and analyse first-hand observations – Liverpool building</li><li>• To learn about codes and conventions and how these are used to represent ideas, beliefs and values in architecture.</li><li>• To organise and present visual information as a design proposal.</li><li>• To apply and extend experiences of a range of materials and processes.</li><li>• To experiment with materials and different approaches.</li><li>• To understand different perspective and viewpoints – worms eye view</li><li>• To analyse and evaluate work and the work of others’.</li></ul> <p>To learn about perspective – one point, skyline etc.</p>	<p>To create a mixed media piece focusing on Liverpool buildings.</p> <p>To research, analyse and evaluate suggested architecture work – Artist pages.</p> <p>Looking at different perspectives – worms eye view outcome (focus on pattern, proportion, scale).</p> <p>To create a worm’s eye piece – style Amy Shakleton</p> <p>Present a personal and meaningful response to Architecture (skyline)</p> <p>To exploring and developing ideas; recording information from direct observations, gathering and presenting information,</p> <p>To progress further and select visuals and tactile information and use this to develop their work.</p> <p>To manipulate materials successfully and use these to communicate ideas and meanings about buildings.</p> <p>To match visual and tactile qualities to their intentions. Analyse and comment on ideas and approaches seen in their own and the work of others, and relate these to the context.</p> <p>To adapt and refine their work to reflect their own view of its purpose and meaning.</p>
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<p><b>Summer</b></p>	<p><b>LANDSCAPES – FLORA &amp; FAUNA</b></p> <ul style="list-style-type: none"> <li>• To record and analyse first-hand observations and experiences and secondary source materials</li> <li>• To learn about ways in which landscapes paintings have changed and developed over time.</li> <li>• The importance of layers, depth and atmospheric backgrounds.</li> <li>• How and why art from different periods has been produced for different audiences</li> <li>• To select from experience and imagination and develop ideas through discussion of other artists' work (Monet, Bob Ross, Dale Chihuly (sculpture), Angie Lewin etc).</li> <li>• To learn how visual and tactile qualities of materials and processes are used to convey ideas and feelings.</li> <li>• To organise and present work in different ways.</li> <li>• To learn how to manipulate materials to interpret ideas and purpose.</li> <li>• To investigate, combine and manipulate materials</li> <li>• To understand the technique of printmaking – Angie Lewin.</li> <li>• To evaluate work and express opinions</li> </ul>	<p>To develop observation and recording skills</p> <p>Make and collect sketchbook info based on their observations Organise and present ideas so that others can follow</p> <p>To gain confidence in describing and analysing examples of landscape paintings</p> <p>To discuss and write about landscapes based on their own experiences</p> <p>To experiment with media and different approaches to communicate ideas and feelings about landscapes.</p> <p>To produce own painting – focusing on foreground, middle ground and background – atmospheric perspective.</p> <p>To analyse outcomes as part of the process of exploring ideas</p> <p>To create a 3D card cut out showing layers in their chosen landscape.</p> <p>(Ext) To compare and comment on the work of contemporary printmakers</p> <p>To understand the potential of printmaking to make a 2D landscape exploring aspects of shape, form, texture, tone and space.</p> <p>To create own poly print.</p> <p>To have progressed further and select visual and other information and use this in developing their work,</p> <p>To analyse and comment on ideas, methods and approaches used in their own and others' work relating these to the context; adapt and refine their work to reflect their own view of its purpose and meaning.</p>
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