

Subject	ART	Year Group	8			
	Term1	Term2	Term3	Term4	Term5	Term6
Scheme title	Movement (typography) Students will experiment with line and shape to create a visual representation of movement. They will explore and research a variety of typography examples to help support their own typography artwork relating to the title 'movement.'	Movement (Cubism) Drawing Students will continue to explore line and shape using Cubism as a key focus. A variety of artists will help influence their project and students will use a variety of images to explore movement.	Movement (Cubism) Drawing Students will continue to explore line and shape using Cubism as a key focus. A variety of artists will help influence their project and students will use a variety of images to explore movement.	Movement (Cubism) Paint Students will progress their cubist drawings by developing them into acrylic paintings.	Movement (Cubism) Paint Students will progress their cubist drawings by developing them into acrylic paintings.	Movement (Cubism) Paint Students will create a well considered and confident outcome. painting evidencing strong acrylic painting skills that can be used in future years.
Purpose of scheme	Pupils are to explore the formal elements of line, shape, form and texture to support their own typography artwork. The project will help strengthen drawing, observation and craftsmanship skills as well as allow students to communicate ideas and present a personal response within their work.	Students will initially explore cubist drawing using a variety of shading techniques to help evolve skills. Again craftsmanship will be an important consideration as well as shading and blending skills.	Students will initially explore cubist drawing using a variety of shading techniques to help evolve skills. Again craftsmanship will be an important consideration as well as shading and blending skills.	Students will learn a variety of blending and fading techniques using acrylic paints. Practice sheets will be developed first moving onto the outcome once skills are learnt and embedded through practice.	Students will learn a variety of blending and fading techniques using acrylic paints. Practice sheets will be developed first moving onto the outcome once skills are learnt and embedded through practice.	Students will evidence strong acrylic painting skills that can be embedded to help support future acrylic painting at GCSE. Students will evidence self discipline, confidence and resilience through this challenging yet rewarding project.
Knowledge in sequence	This curriculum sequence ensures students in year 8 experience a well considered SOW that embeds skills and processes to ensure they confidently progress into year 9 then onto GCSE in KS4. Students will continue to develop their drawing and painting skills with a focus on acrylic paint. Throughout their work all will have opportunities to ensure a personal response can be realised. As the curriculum progresses, students strengthen their skills and gain greater confidence in their ability. Drawing is a core component to every SOW and the level of challenge is strengthened each year, this is clearly visually evidenced within the department.					
Skills	Research skills/. Analysis and Evaluation, Compositional skills, Collage Creativity	Observation, craftsmanship, drawing skills exploring scale and composition. Explore digital editing processes.	Acrylic painting skills and techniques. colour mixing, blending etc. Layering using stencils, collaging	Strengthen a personal response with artwork that could convey specific message. To reflect and refine work to challenge and push for excellence. Presentation awareness and craftsmanship.	Strengthen a personal response with artwork that could convey certain messages. To reflect and refine upon work to challenge and push for excellence. Presentation awareness and craftsmanship.	develop visual elements and further continue investigation into Portrait styles across history of art and their communication
Key words	Colour theory, Observation, Craftsmanship, Technique, Refinement, Cubism, Representational, Abstract, , Monochromatic, Layering, Refinement.					
End point	Develop drawing skills and knowledge of formal elements. Develop skills in using a range of media and techniques. Analysis/evaluation of artists' work. Evaluation of students' work through formative and summative assessment. Develop skills and knowledge to progress confidently into year 9. To establish a range of artwork that is reflected upon and refined with a focus on excellence.					
Assessment Methods	Summative typography outcome	Summative cubist tonal drawing outcome	Formative assessment- acrylic paint experimentation	Formative assessment- outcome progression		Summative assessment of outcome.- Cubist acrylic painting.