

Subject	ART	Year Group	8			
	Term1	Term1	Term2	Term2	Term3	Term3
Scheme title	Baseline assessment. Project introduction	Observational skills. Formal element exploration. Basic photography, Artist research.	Further artist research and acrylic paint exploration	Self portrait acrylic painting	Self portrait acrylic painting	Further portraiture exploration
Purpose of scheme	A base-line drawing task to determine the observational drawing and recording skills of each student. This includes tonal awareness, craftsmanship, observation and the visual elements of line and shape.	Use of basic photography to explore distortion. Observational drawings with a focus on visual elements, observation, craftsmanship and tone will be a strong focus. Proportions of the face explored using charcoal and graphite. Artist research to be explored and presentation awareness using design sheets.	Strong focus on exploring movements such as surrealism, abstraction and realism. Acrylic paint will be explored and students will experiment and examine the properties of paint. Students will create experimental work before progressing onto their individual portraits.	Students will continue to refine their self portraits using acrylic paint. They will gain confidence in using this medium and will be able to progress with improved knowledge whilst being able to make stronger informed decisions regarding paint.	Students will continue to refine their self portraits using acrylic paint. They will gain confidence in using this medium and will be able to progress with improved knowledge whilst being able to make stronger informed decisions regarding paint.	Explore a range of additional art processes such as oil pastels and chalk. Students will explore surface and background.
Knowledge in sequence	Students develop improved tonal awareness within their drawing in year 8 progressing on from observing just line, shape and pattern. Students strengthen their personal responses by producing a self portrait and are challenged to explore realism and accuracy within their drawings. They explore different drawing media such as charcoal and graphite. Students progress onto using acrylic paint from watercolour paint in year 7.					
Skills	Drawing skills/techniques. Observation, resilience, time management.	Analyse/evaluate Artist's work. Observation, craftsmanship, drawing skills exploring scale and composition. Explore photography and basic editing processes.	Acrylic painting skills and techniques. colour mixing, blending etc.	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.	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.	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.
Key words	Colour theory, Observation, Craftsmanship, Technique, Refinement, Surrealism, Distortion, Abstract, Cubism, Monochromatic, Depth, Refinement, Idealizing, Anti-war,					
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 baseline assessment	formative assessment and summative self portrait drawing	Formative assessment- acrylic paint experimentation and colour theory exploration	Formative assessment- outcome progression		Summative assessment of outcome. Formative assessment of additional media experimentation.

Subject	ART	Year Group	8			
	Term1	Term2	Term3	Term4	Term5	Term6
Scheme title	Project introduction. Investigating the artist Shepard Fairey.	Investigating the artist Shepard Fairey continued. Observational skills. Formal element exploration. Basic editing techniques explored digitally.	Investigation into stencilling, collaging and layering processes using acrylic paint	Building a Personal Response	Building a Personal Response	Portraiture - A history of Portraiture. Investigating drawing styles.
Purpose of scheme	For pupils to gain an idepth understanding of the life and work of Shepard Fairey and his attitude to art and social change. For pupils to apply independent research skills and to creatively present their research inspired by the work of Shepard Fairey. Students are encouraged to produce creative compositions which reflect the style Shepard Fairey's work.	Use of digital software to explore eding of Photographic portrait in the style of Shepard Fairey. Observational drawing with a focus on visual elements, observation, craftsmanship and use of a drawing grid will be a strong focus.	For pupils to gain knowledage and understading of painting processes in connection to Shepard Fairey's work.	To develop a meaningful and well considered outcome that has clear links to artist styles and processes. To ensure a personal response is evident and skills are refined and reflected upon.	To develop a meaningful and well considered outcome that has clear links to artist styles and processes. To ensure a personal response is evident and skills are refined and reflected upon.	Explore a range of drawing styles and investigate the messages they communicate through their use of visual elements. A focus on tone, texture and mark making will be evident.
Knowledge in sequence	This curriculum sequence of discovery, drawing, painting, collaging, developing, designing and making gives students in year 8 a rich experience within art. It helps prepare them for years 9 as well as for the assessment objectives art GCSE 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 futher continue investigation into Portrait styles across history of art and their communion
Key words	Colour theory, Observation, Craftsmanship, Technique, Refinement, Social Art, Stencil, Abstract, Collage, Monochromatic, Layering, Refinement, Propaganda, ,					
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 baseline assessment	formative assessment and summative self portrait drawing	Formative assessment- acrylic paint experimentation and collage and layering exploration	Formative assessment- outcome progression		Summative assessment of outcome. Formative assessment of additional media experimentation.