SUBJECT: ART

Year Group	**Year 8**		
Rationale	Students explore, experiment and develop the skills needed to understand the visual world around them. It is our intention that students do this without fear of failure. Units are varied and based around key media or concepts that we believe the students need in order to develop their ability to express themselves through visual language. We also encourage students to review relevant artists in order to help them to be able to question, critique, describe and subvert their world. Only Art can do this honestly.		
	Pupils will rotate through the media in different orders based on their teacher		
	Autumn Term	**Spring Term**	**Summer Term**
Media/ Concept	***Clay***	***Drawing and the formal elements***	***Colour application and mixed media***
	Projects will vary but will be based around themes such as:-		
	Sculpture Abstract Islamic art Surreal settings	The human heart Pattern and symmetry Observational drawing Fabric	Portraits Psychedelic art Logo design Identity
Knowledge	Understand that 3D vessels can be created from sheets of clay known as slabs. Appreciate that the balance of moisture in a clay slab is important as it needs to be soft enough to work with whilst firm enough to hold its shape. Know how to reflect on the success of their work in the project plenary format.	Students will investigate a set theme and produce early designs that lead towards a final outcome They will review the use of line and application of tone and texture to create drawings with greater levels of realism. Understand how to link their work to the work of artists or makers. Know how to reflect on the success of their work in the project plenary format.	Students will investigate a set theme and produce early designs that lead towards a final outcome. Further review the formal elements of colour and art in order to develop art with effective rendering and colour application. Know how to reflect on the success of their work in the project plenary format.
Skills	Explore the source theme and produce design work that leads towards their clay design. Develop their ability to combine sections of clay using the scoring, slip and blending method. Learn how to roll a slab of clay and cut it into the relevant shape. Begin to develop their clay relief skills by scratching or carving into the surface.	They will explore how to combine various elements in order to create original ideas Students will investigate a set theme and produce early designs that lead towards a final outcome They will review the use of line and application of tone and texture to create drawings with greater levels of realism.	Students will investigate a set theme and produce early designs that lead towards a final outcome Some segments of the project will include elements of observational drawing that will again link to the formal elements Students will develop their ability to mix and apply paint, collage and other relevant materials. Produce a final outcome that links all elements into a cohesive outcome.
Assessments	Students will be assessed on how structurally sound their vessel is on completion They will also be assessed on how smooth and crisp the sides and edges of their slab vessel or sculpture are. The quality of the design that lead to this sculpture will be assessed based on the formal elements. Their structure will also be marked based on how creative and original the design or surface decoration are. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.	The design work that leads to the final outcome will be assessed on creativity and technical skill The final outcome will be assessed on its links to the artist's work as well as creativity and technical skill. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.	Students will investigate a set theme and produce early designs that lead towards a final outcome The design work and outcome will be assessed partly based on the use of the selected media. The final outcome will be assessed on its links to the artist's work as well as creativity and technical skill. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.

Summative Assessments	Summative assessments will take place at the end of each project in line with the criteria stated above. This will also happen for the homework projects. High stakes testing in the form of the two yearly assessment points will take the following forms: AP1: The first assessment will be comprised of a multiple-choice "Key word" test and a summative assessment of their current project. The test will be on the most relevant key words for the year. Students will be given a list of the key words to revise for the test. AP2: The second assessment will be comprised of a multiple-choice "Artist Study" test and a summative assessment of a drawing exam. The test will be based on a relevant artist that students will have to study in advance of the assessment, before answering questions on their life and their art. The drawing exam will have an observational drawing component and a creative interpretation element.		
Formative Assessments	Formative assessments will happen continually and will be visible in most lessons. Below are some of the examples of formative assessment that are used in the department: Verbal feedback Personal demonstrations Peer feedback Self-assessment Written teacher feedback Tick and a Target (Star and a wish) Individual tutorial support		
Homework	Artist and information research, including printed images in some projects. Completion of class-based tasks/drawings where appropriate.	Artist based personal study project This project lasts a term and has six stages: 1. Research artist and print/draw images of their work as well as give opinions. 2. Detailed tonally coloured copy of the artist's work. 3. Research images of a student selected theme. 4. Create a new image that combines the student theme with the work of the artist. 5. Creatively assemble all work onto a poster, booklet or other format. 6. Personalise poster or booklet with sketches or decorative elements linked to the theme or artist. This ties to the four GCSE assessment objectives and mirrors the structure of the GCSE Sketchbooks.	Artist based personal study project. This project lasts a term and has six stages: 1. Research artist and print/draw images of their work as well as give opinions. 2. Detailed tonally coloured copy of the artist's work. 3. Research images of a student selected theme. 4. Create a new image that combines the student theme with the work of the artist. 5. Creatively assemble all work onto a poster, booklet or other format. 6. Personalise poster or booklet with sketches or decorative elements linked to the theme or artist. This ties to the four GCSE assessment objectives and mirrors the structure of the GCSE Sketchbooks.