|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Yearly Overview 2021-2022 – Introducing Important Art Movements** | | | |
| **Subject: Year 8 Art** | **TOPIC** | **COMPONENT** | ***Notes:*** *Why are you delivering this topic at this time of year?* |
| **Autumn 1** | Develop your own art project based on Expressionism | WEEK LO  1 Create an up scaled Scream using oil pastel  2 Create a life size Scream using paint  3 Create The Scream in food  4 Create a VR about The Scream  5 Create a Scream collage  6 Create a Scream textiles panel | * Introduction to one of the most iconic historical artworks, the art work is easily accessible visually and is about mental health so a good opportunity to raise this as pupils will have had a long period away from school with less support. |
| **Autumn 2** | Develop your own art project based on Cubism | WEEK LO  1 Create a series of timed drawings based on Guernica  2 Create a series of observational drawings of vessels and develop them in the Cubist style  3 Create a study of Guernica in paint using a view finder  4 Develop your Guernica study into a set of clay tiles  5 Decorate your clay tiles  6 Create a Guernica in four different media on the same piece of paper | * Guernica is another iconic artwork from an iconic art movement, and focuses on war and human suffering. November is Rembrance Day celebrations and the work this term is tied in with that and linked to contemporary events to give pupils a link through art to past and present. |
| **Spring 1** | Develop your own art project based on Surrealism | WEEK LO  1 Create a series of timed/observational drawings in a Surrealist style  2 Create a Surrealist collage  3 Combine drawing and collage to create a Surreal self portrait  4 Using Modroc create a Surreal sculpture based on your drawings  5 Draw your sculpture using charcoal and chalk | * Terms one and two introduce pupils to art that has a relatively simple visual language, this has given them opportunities to gain confidence in interpreting the formal elements. Surrealism is a much more complicated language and needs pupils to have that extra little bit of confidence to successfully engage with it. Surrealism is also comedic and this helps pupils to understand the visual language more successfully. |
| **Spring 2** | Develop your own art project based on Pop Art | WEEK LO  1 Create PPT about Pop Art  2 Create a visual research sheet with annotation based on Pop Art  3 Create a picture based on a Pop Art painting in four different media and annotate your work  4 Choose your favourite media and create a new version of your studies and annotate your work  5 Using clay create a piece based on your studies, photograph and annotate your work  6 Continue working with clay to develop your work, photograph and annotate what you make | * Pop Art is still heavily used in our contemporary world due to its simplicity and relevant messages regarding consumerism. This term introduces pupils to Pop Art and follows on from Surrealism because there are Surreal elements within it that need to be understood before Pop Art truly can. |
| **Summer 1** | Develop your own art project based on Egyptian Art | WEEK LO  1 Create a visual research sheet based on Egyptian art  2 Create your own death mask using Modroc  3 Using clay create a sculpture of an Egyptian god  4 Using clay create a piece that represents your life using the Egyptian style | * This term is about reflecting on much older art which is necessary part of the curriculum. It allows pupils to make links between the art movements they have studied and the ancient world to better understand how our visual language has developed. |
| **Summer 2** | Develop your own art project based on architecture | WEEK LO  1 Create a PPT about architecture  2 Using your PPT create a visual research sheet based on architecture with annotation  3 Using art straws create a building of the future  4 Using clay create a building of the past  5 Using plastic bottles create a building you would like to live in | * The last term gives pupils an opportunity to link their work in with a trip into central London when the weather is better to photograph architecture and use this as part of their project. This helps them to understand the importance of primary research forming the basis of their art projects in year 9 and onwards. |