

## Art Year 8 Long Term Plan 2021-22

KS3 Year 8 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
Autumn 1	<p><b>Year 8 Portraits</b>  <u>Pupils will know</u>            What portraiture is and how artists have portrayed themselves and others. The History of portrait art and how it has developed. How artists create portraits in the modern world. Famous portraits i.e. <i>The Mona Lisa</i>  <u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>• Mona Lisa creative design and interpretation, frame imagery.</li> <li>• Keyword writing task.</li> <li>• Drawing a skull – observational drawing, line, shade, contour and form.</li> </ul> <p>What blind, continuous and opposite hand drawing is and the benefits of using different drawing techniques. The importance of observational drawing and how to draw facial features developing into other parts of the face. How are portraits structured using construction lines.</p> <ul style="list-style-type: none"> <li>• Drawing an image closing eyes, without taking the pencil off the paper and using non dominant hands.</li> <li>• Detailed line and tonal drawing of eyes, mouth, nose and ears.</li> </ul>	Portraiture Self portraits Formal Elements Line Shape Tone Value Colour Texture Form Space Contemporary Layout Presentation Composition Drawing Symmetry Construction lines 3 dimensional. Analyse	Art History on portraiture and links with other art time periods/evolution. Recap drawing practices, use of sketchbook exploration. Understanding art for different purposes. Correct handling of materials including rulers, pencil work and varying media. Links to sketchbook presentation and background designs.	Numeracy/maths - Understand proportion of the human face and facial construction lines. Identify symmetry lines in the face. Show knowledge of shape, form and scale.  Literacy/English – Autobiography work, creating mind maps, responding to an artist, self-exploration on the self and identity.  History – How portraits have been used to represent historical figures.  <b>Self-awareness</b> <b><i>C3.1 describe yourself, your strengths and preferences</i></b> Self-exploration and awareness, expressive and emotive artwork based on the self and identity.  <b>Valuing equality, diversity and Inclusion</b> <b><i>C3.8 Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</i></b>

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	<ul style="list-style-type: none"> <li>Drawing a full face – self portrait using mirrors/photographs.</li> </ul> <p>How self-portraits help to better understand the self and identity and how to combine media to express themselves. About artists who capture mood, emotion and spirit. Who Chuck Close was and Frances Bacon.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>Aura portrait designs, exploring silhouettes, colour theory linked to spiritual aura beliefs. Oil pastel blending techniques.</li> <li>Exploration of Chuck Close pattern and design. Using hues, tints and shades onto face structures.</li> <li>Frances Bacon distorted portraits – half relief papier Mache designs.</li> </ul>			<p>Investigating other cultures through portraiture, awareness of differences and diversity.</p> <p><b><i>MH 3.1 Know how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</i></b></p> <p>Links to self-awareness identity. Recognising personality traits and emotive responses.</p>
Autumn 2	<p><b>Year 8</b></p> <p><b>Maori Art</b></p> <p><u>Pupils will know</u></p> <p>Prior links to portraiture project, face Moko tattoo design. About the Maori people, where they originate from and how they populated parts of New Zealand. About the history of the Maori people.</p> <p><u>Possible activities include:</u></p>	<p>Maori</p> <p>Polynesia</p> <p>Symbolism</p> <p>Pattern</p> <p>Organic</p> <p>Moko</p> <p>Natural</p> <p>Koru</p> <p>Landscape</p> <p>Form</p>	<p>Links to portrait design, face tattoos and structure, continued refinement and development of varying media and materials. Comparison of different cultures. Recognising different styles of art and symbolic meanings.</p>	<p>History/Geography – Historical links about Polynesia, New Zealand and the Maori culture - geographical locations.</p> <p>Literacy/Reading - Record and research facts in sketchbooks/portfolios. Produce Mindmaps, present research and ideas.</p>

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	<ul style="list-style-type: none"> <li>Maori title design, decorative lettering using guidelines. Exploring traditional Maori line, shape and pattern. Use of black pen detail.</li> </ul> <p>About Polynesia, art and culture and the Maori links to Polynesian culture. The link to tattoos and Maori culture and the symbolism used. The processes and ceremonial elements to Maori traditional (Moku) and modern tattooing.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>Tattoo design using templates.</li> <li>Celebrity face tattoos – tracing and sharpie detail, pattern and line design.</li> </ul> <p>What Koru swirl art is and how it links to nature and the environment of New Zealand. About other Maori and Polynesian symbols.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>Koru swirl oil pastel art blending and scragfitto processes. Foil art design.</li> <li>Designing own symbols referencing Polynesian and Maori imagery. Develop into canvas paintings.</li> </ul>	<p>Modroc Weaving Carving Tradition Ritual Scgrafitto Layering Blending</p>		<p>Complete self-evaluations/assessments. Analyse images and processes and answer questions. Evaluate their work. Read via subject specific vocabulary and keywords, comprehensions, information presented on worksheets, art library resources, artist studies, research, analysis, written Q and A, quizzes, written instructions.</p>

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Spring 1	<p><b>Year 8</b>  <b>Chinese art and Culture</b>  <u>Pupils will know</u>            Knowledge about the history of China, art and culture. About Chinese customs, rituals and beliefs and how this has influenced visual art practices.  <u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>• Creating aged Chinese maps, wax resist techniques, Chinese information research presentation/layout. Title design, lettering/font exploration.</li> </ul> <p>The History of Chinese Calligraphy practices, what Calligraphy is and how it has changed over time.  <u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>• Guessing the word tasks, practising using inks and Calligraphy brushes, using guidelines to form Chinese words.</li> <li>• Drawing Calligraphy words using the grid technique. Recap on warm and cool colour combinations.</li> </ul>	Landscapes Tradition Calligraphy Scrolls Dynasty Silk Elements Symbolism Terracotta Three perfections Philosophy Contemporary Ancient Mythology	Continued exploration of cultural art, further knowledge of the similarities and differences between world cultures. Continued refinement of work and art analysis, responding to an image. Further development on visual characteristic and quality exploration and understanding. Development on techniques and processes.	R.E – Links to varying Religious and spiritual beliefs in China.  History/Geography – Historical links about China and geographical areas, landscapes and urban areas.

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	<ul style="list-style-type: none"> <li>Recap tonal value techniques – stippling, blending, hatching. Cross-hatching etc...</li> </ul> <p>The significance of Chinese New Year and what happens during this time. The significance of dragons and the colour red and the arts and crafts linked to Chinese New Year.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>Chinese dragon masks – cardboard construction, Papier Mache.</li> </ul> <p>About Chinese natural landscapes and nature. The link to Cherry blossoms and Seasonal changes.</p> <ul style="list-style-type: none"> <li>Cherry blossom painting – straw blowing techniques.</li> </ul>			
Spring 2	<p><b>Year 8 Landscapes – Van Gogh</b></p> <p><u>Pupils will know</u></p> <p>About different types of landscapes and how to compose a landscape. Recap foreground, middle ground and background construction. Gain further understanding about linear, one point and two-point perspective landscapes. Gain further understanding about horizon lines and vanishing points.</p>	Landscape Perspective Stylised Foreground Middle ground Background Horizon Atmospheric Form Tonal Value Scale Space Line	Continued understanding of perspective and refinement of skills. Continued presentation and experimentation referencing the art formal elements. Working towards an outcome. Revisit colour mixing, development of painting techniques.	Science – Environmental landscapes and habitats, changing earth, seasons.  Numeracy/maths – perspective  Science – environment/Seasons  Careers/PSHE - wider world of work, creative industries and landscape imagery.

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	<ul style="list-style-type: none"> <li>One-point perspective landscape drawing, pencil crayon rendering/blending.</li> </ul> <p><u>Possible activities include:</u> About the history of landscape art and painting and key artists. About Vincent Van Gogh, post impressionism and Van Gogh's famous landscape art including <i>Starry Starry night</i>.</p> <ul style="list-style-type: none"> <li>Redesigning famous Van Gogh landscapes. Adding own colour schemes using watercolours, exploring varying layouts.</li> </ul> <p>The difference between a realistic and abstract landscape.</p> <ul style="list-style-type: none"> <li>Practising sponge painting and blending. Masking tape Birch tree painting. Positive and negative space design.</li> <li>Fabric collage design, canvas construction.</li> </ul>	Shape Rendering Tints Tones Shades Contrast Collage Frottage Construction Urban Natural Organic Texture		<p><b><i>MH 3.3 Understand the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</i></b></p> <p>Linking to the life and mental health struggles of Van Gogh</p>
<b>Summer 1</b>	<p><b>Year 8</b>  <b>Optical Art and illusion</b>  <u>Pupils will know</u>            The definition of optical illusions, the visual characteristics of op art and do how artists have used techniques to trick the eye. The link between optical</p>	Optical Illusion Kinetic Parallel Layout Space Distortion	Continued exploration of technical drawing, use of construction lines, guidelines and colour theory and exploration.	Numeracy/Maths - Understand proportion, symmetry, construction lines, perspective. Show knowledge of shape and geometric shape, form and scale. Study composition and layout. Accurate measuring and awareness of space. Use of grids for

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	<p>illusions/art to mathematics, science, geometry and numeracy.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>• Impossible shape drawing</li> <li>• Isometric and parabolic drawing.</li> <li>• Cube and cross illusion using isometric paper – light, medium and dark colour shading.</li> </ul> <p>Who the major artists in the op art movement were, what inspired them and what they inspired. How optical illusion art developed and has been used in modern and contemporary art and design. How does colour and colour theory enhance and improve optical art.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>• Bridget Riley project book, black and white illusion work, colour development.</li> <li>• Victor Vasarely 3D forms and box art.</li> <li>• Art folding task, 2-sided illusion animal design.</li> <li>• Paint and Powerpoint digital art.</li> </ul>	<p>Anamorphic            Characteristics            Parabolic            Hyperbolic            Ecliptic            Impossible shape            Contrast            Complementary            Vibration            Figurative            Proportion            Perspective            Observational.            Isometric</p>		<p>drawing techniques. Learn about mathematical art and the links between the two subjects. Use of rulers, compass and protractor.</p> <p>Careers/PSHE - wider world of work, creative industries. Contemporary and modern imagery used in film, photography, graphic design, social media.</p>
<p><b>Summer 2</b></p>	<p><b>Year 8</b>  <b>Media and Materials</b>  <u>Pupils will know</u></p>	<p>Media            Mixed media            Materials</p>	<p>Links to processes experienced in prior topics – refining and developing the use of media and</p>	<p>Careers/PSHE - wider world of work, creative industries and media and material use.</p>

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	<p>The definition of media and materials in art. What techniques and processes are involved to explore the potential and properties of media and materials. The History of art media and materials and how this has evolved over time.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> <li>• Mini handmade sketchbook</li> <li>• Watercolour techniques exploration – blending, wet on wet, sponging, using salt, tissue paper painting.</li> <li>• Charcoal exploration – using charcoal pencils, graphite sticks and willow charcoal. Using a stencil, abstract designs.</li> </ul> <p>How art materials made and what has been used past and present to make artwork. How artists develop their use of media and materials and the importance of exploring the properties of different media and materials. What mixed media art is. How artists, designers and the creative industries use varying media and materials.</p> <p><u>Possible activities include:</u></p>	<p>Collograph Acrylic Blending Composition Collage Tonal value Frottage Combing Manipulate Decoupage Transparent Opaque Sources Proportion Brusco Abstract Formal elements Impasto Photomontage Viewfinder Contrast Refine</p>	<p>materials. Progression of skills, creative thinking and problem solving. Increased proficiency in the handling of different materials and art and design techniques.</p>	



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	<ul style="list-style-type: none"><li>• Acrylic combing, scgraffitto and impasto techniques.</li><li>• Acrylic painting, PVA glue art, using polish to add aging effects.</li><li>• Sharpies and watercolour inks.</li></ul>			