

Year 8 Art



	Content /Topic	National Curriculum	Essential Knowledge	Assessment	Rationale
YEAR 8					
HT1	<p>Technical drawing linked to Jon Burgerman project Students produce a drawing that focuses on the skills of drawing with accuracy from observation.</p> <p>Introduction to the work of Jon Burgerman, a graphic designer who produces graffiti, artwork, books, and merchandise depicting his artwork</p> <p>Jon Burgerman Drawing Techniques</p>	<p>2C: To use a range of techniques and media, including painting</p> <p>3C: To increase their proficiency in the handling of different materials</p> <p>5C: About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day</p>	<p>Year 8 starts with the re-teaching of the Formal elements of Art taught in year 7. Line, shape, form, tone, texture, pattern, colour, and composition.</p> <p>Students will produce a detailed drawing from observation/copy of an artist's work provided by the Art Department</p> <p>Students will be introduced to the 'Creative' work of Graffiti artist Jon Burgerman.</p> <p>Students will investigate and exploit the potential of new and unfamiliar materials, engaging in purposeful and open-ended experimentation.</p> <p>Experimenting with creative techniques will encourage students to understand that new and unfamiliar</p>	<p>Summative Assessment</p> <p>Burgerman/street art drawing - Assessed using assessment criteria within progress booklets.</p> <p>4 Burgerman techniques: Doodle in a Doodle Blind Doodle Outline/Colour Colour then outline.</p> <p>These outcomes will be assessed using assessment criteria within progress booklets</p> <p>The 3 skill categories within each grade criteria are</p> <ul style="list-style-type: none"> • Outline • Detail • Tone <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) 	<p>Year 8 builds on the further development of the skills and knowledge attained in year 7, particularly drawing, painting, and applying these to a 3D outcome.</p> <p>The experimental techniques, bold colour and freestyle nature of this Jon Burgerman project will support this style of working within the Mexican culture project in HT4-6.</p> <p>This task will allow students to evidence essential knowledge established throughout year 7 to produce a significant and ambitious drawing from observation.</p> <p>The introduction to the creative work of Graffiti artist Jon Burgerman will allow students to view</p>

	<p>Doodle in a doodle</p> <p>Blind Doodle</p> <p>Outline/colour</p> <p>Colour then outline</p>		<p>techniques can result in artwork that is exciting and unique.</p> <p>Students will complete the following techniques guided by a departmental video of exemplar techniques. (Doodle in a doodle, Blind Doodle, Outline/colour, Colour then outline)</p> <p>Students will learn to identify the wider field of art and design - illustration, animation, and graffiti art.</p> <p>Students will develop an understanding of how art links into other subjects such as Fashion, Animation, and architecture.</p> <p>Essential knowledge Reading to provide greater breadth: Cubism Tate Kids</p>	<ul style="list-style-type: none"> • Class/group critique • Verbal feedback <p>Students are expected to respond to feedback using appropriate and challenging Art Vocabulary and ‘bring all together’ their knowledge</p>	<p>artwork and skills of a contemporary artist/designer that require imagination and creativity. This will be further developed when learning about Mexican culture and art</p> <p>Understanding how art links into other subjects such as Fashion, Animation and architecture will allow students to begin to consider future careers and the breath of jobs and fields that incorporate art.</p>
HT2	<p>Artist Research Page</p> <p>Students will produce a written response to the artist Jon Burgerman’s work which contains information and analysis of the artists’ work</p>	<p>1C: To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</p> <p>2C: To use a range of techniques and</p>	<p>Students will continue to develop the ability to confidently produce written analysis of the work of Jon Burgerman Art Literacy and terminology language skills are revisited from previous learning and expanded to produce a visual and written A3 Artist research sheet of Jon Burgerman’s artwork.</p> <p>Students will learn the importance of design when deciding upon Fonts to</p>	<p>Summative Assessment</p> <p>The A3 Artist research page and Jon Burgerman 3D character will be assessed using assessment criteria within progress booklets.</p> <p>These outcomes will be assessed using assessment criteria within progress booklets</p> <p>The 3 skill categories within each grade criteria are</p>	<p>Students will build on existing knowledge of great artists and designers from Year 7 and HT1 of Year 8. Revisiting Art Literacy and terminology will enable students to develop further research skills when composing a written analysis of the work of a contemporary artist.</p>

<p>HT3</p>	<p>Decorative keywords, fonts and titles will be researched and used within the presentation of the research page</p> <p>Research images collage. Using newly developed presentation skills students will display artist images in a creative and experimental way.</p> <p>2D/3D Mixed media outcome inspired by the work of the artist Jon Burgerman combining creative ideas and influenced by Graffiti art and culture.</p>	<p>media, including painting</p> <p>3C: To increase their proficiency in the handling of different materials</p> <p>4C: To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>5C: About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day</p>	<p>use when presenting key ideas and titles.</p> <p>Essential knowledge Reading to provide greater breadth: Who is Keith Haring? Tate Kids</p> <p>Students will explore the expressive characteristics of different media, processes, and techniques, in order to express personal ideas and to communicate meaning and intentions in the style of Jon Burgerman</p> <p>Students will work safely and effectively to improve their presentation skills with various tools to explore the characteristics of different 2D and 3D media.</p> <p>Students will design and create an imaginative 3D character using a sequence of design steps in response to their study of Jon Burgerman.</p> <p>They will learn to be flexible in the design process adapting design ideas and compositions in order to produce an outcome that displays the characteristics of a Jon Burgerman character.</p> <p>Artist research will allow students to identify new and innovative creative practice that challenges their thinking about what art is and can be e.g., graffiti or an Art installation.</p>	<ul style="list-style-type: none"> • Outline • Detail • Tone <p>Formative Assessment</p> <p>Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback <p>Students are expected to respond to feedback using appropriate and challenging Art Vocabulary and 'bring all together' their knowledge</p>	<p>The use of different lettering and font styles will allow students to see visually the impact of decorative and alternate lettering when designing and presenting an artist research page. This further develops presentation techniques from Year 7 and provides a foundation for Year 9 when they are required to provide more detailed response to a theme/artist</p> <p>By working safely using scissors and glue guns students will further develop creative presentation skills when composing an artist research page composed of both written and visual research</p> <p>Flexibility in the designing of a 3D outcome will allow students to recognise the need to adapt designs to incorporate the influence of contemporary cultures in their work. This will be essential when they are required to be imaginative, take risk and be expressive during the Mexican project in Year 8</p>
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HT4	Decorative Mexican culture Research Page Students will research and collate images linked to aspects of Mexican culture such as Day of the Dead and Alebrijes.	1C: To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas	This term starts with an introduction to Mexican culture and the analysis of the decorative influences found in Mexican traditions such as Day of the Dead and Alebrijes. Students will produce a research page using creative presentation skills. Students will develop their knowledge by researching and collating images linked to Mexican Culture And historic Mexican artists such as Frida Kahlo.	Summative Assessment A3 Mexican culture research page Final design. 2D/3D Day of the Dead outcome End of year ambitious drawing task Will be assessed using assessment criteria within progress booklets. These outcomes will be assessed using assessment criteria within progress booklets	Students will be introduced to Mexican culture through their initial lessons and research page produced at home. This will add to students' knowledge of a range of diverse worldwide cultures. This will allow students to develop ideas and practical drawing skills to produce a design sheet depicting Mexican style patterns and decoration.
HT5	Decorative research page Students will creatively combine the images, display text and hand drawn titles in an imaginative way.	2C: To use a range of techniques and media, including painting	Essential knowledge Reading to provide greater breadth: Who is Jackson Pollock? Tate Kids They will extend their practical and technical drawing skills informed by investigations of the expressive qualities of line, shape, mark, pattern and texture used in Mexican folk art.	The 3 skill categories within each grade criteria are <ul style="list-style-type: none"> • Outline • Detail • Tone 	An understanding of the characteristics within Mexican folk art will also enable students to decide ways to use materials to create the best outcome in future lessons.
HT6	Sugar skull design Students will produce a 2D or 3D outcome inspired by Mexican Day of the Dead Sugar skulls in watercolour and colour pencil (Paper Mache and poster paint if 3D). Spirit animal design Students will work independently to	3C: To increase their proficiency in the handling of different materials 4C: To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5C: About the history of art, craft, design, and architecture, including periods, styles, and major movements from	Essential knowledge Reading to provide greater breadth: Who is Pablo Picasso? Tate Kids Students will use techniques to allow them to explore and replicate the ornate patterns, bold colours, contrast between light and dark found in Mexican folk art.	Formative Assessment 2D Alebrijes outcome Student's work is also assessed in other forms: <ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback This requires students to 'bring all together' their knowledge	This will allow students to explain and show how Mexican culture has informed their personal actions in producing a creative outcome. By manipulating the appearance of modelled and painted surfaces and applying knowledge of colour or 3D media

	<p>select their chosen animal and fill in their design in a Alebrijes style. Their designs will be produced on black paper with oil pastel, posca pens and poster paint.</p> <p>End of Year drawing task - This will be completed as an Ambitious drawing activity throughout three lessons.</p>	<p>ancient times up to the present day</p>	<p>Students will learn that colour, surface pattern, form, mark making used in Mexican folk art can be used to convey emotions and moods.</p> <p>Students will carefully select a colour scheme, use quality painting skills to accurately add detail, outlines, and tonal differences to their work.</p> <p>Students will reflect on their designs, refine, and finalise their ideas and will select their best design to produce as a final outcome that demonstrates proficiency in the use of drawing and design approaches.</p> <p>Students will learn how to create a 2D/3D final outcome that exploits the appearance of modelled and painted surface characteristics.</p> <p>Essential knowledge Reading to provide greater breadth: Who is Patrick Caulfield? Tate Kids</p> <p>Essential knowledge Reading to provide greater breadth: Quiz: Which Art Animal are You? Tate Kids</p>		<p>techniques to express an intention students will be able to demonstrate acquired skills and proficiency when producing an outcome in future lessons.</p> <p>This term culminates in the production of a detailed 2d or 3D design that will allow students to showcase drawing skills that have been developed throughout the KS3 progression route.</p>
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