



Academic Year <b>Year 8</b>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Rationale</b>	The aim of the Art department is to develop critical thinking and visual literacy through an engaging and supportive learning environment. Through the Political Art, Cultures and Identity projects students will develop knowledge and the use different techniques to explore wider issues within the world and explore different cultures, including their own identities. Furthermore, they will be exploring a variety of different media such as drawing, sculpture, typography and self-portraiture, whilst applying their prior learning of the Formal Elements of Art (Yr7). Students will study history of art and contemporary art, learn about artists such as Pablo Picasso, Banksy, Giacometti, Bob and Roberta Smith and Frida Kahlo. This will enable them to gain understanding about global awareness and viewpoints other than their own. Students will be working independently and in teams furthering their skills of problem solving, creative thinking and self- expression.		
<b>Autumn A – Autumn B</b>	<b>Political Art: Discovering the power of words and symbolism</b> <b>Key Learning:</b> <ul style="list-style-type: none"> <li>- Exploring how Art can be used to make a statement about societal issues.</li> <li>- Develop an understanding of artists such as Bob and Roberta Smith, Pablo Picasso, Alberto Giacometti and Shepard Fairey and Banksy</li> <li>- Develop and create a slogan artwork using typography</li> <li>- Media explored: lettering, drawing, painting, collage and sculpture</li> </ul> Assessment Type: Baseline Assessment, Oracy Task and homework alongside verbal/ written feedback. Cross Curricular Links: History Catholic World View: Subsidiarity	<ul style="list-style-type: none"> <li>- Skills: illustration and typography, tonal drawing, portraiture collage, watercolour painting, wire sculptures, colouring pencils, photography, artist research and analysis, planning and designing installation</li> </ul>	<b>AUT A: Picasso Inspired Newspaper Article</b> <b>AUT B: Bob and Roberta Smith, Shepard Fairley and Giacometti inspired sculpture - outcome.</b> Assessment Type: Formal Assessment, homework alongside verbal/ written feedback, peer assessment. Oracy Task and End of Project Quiz
<b>Spring A-Spring B</b>	<b>Cultural Art: Exploring patterns, motifs and the concept of design</b> <b>Key Learning:</b>	<ul style="list-style-type: none"> <li>- Skills: illustration, exploration of Pattern, colour and line, tonal drawing, colouring pencils and felt</li> </ul>	<b>Cultural Tile with Relief Plate - outcome.</b> Assessment Type: Formal Assessment, homework alongside verbal/ written feedback, peer assessment.



	<ul style="list-style-type: none"> <li>- Exploring the concept of culture by looking at Aboriginal, Japanese, Egyptian, Mali and Arabic art.</li> <li>- Exploring a chosen culture through Pattern, Line and Colour – using mixed media to create experiments</li> <li>- Designing a cultural tile</li> <li>- Learning to use a metal relief plate</li> <li>- Creating an A4 size outcome using drawing, painting and metal.</li> </ul> <p>Assessment Type: Formal Assessment, homework alongside verbal/ written feedback. Cross Curricular Links: Maths and History Catholic World View: Human Dignity</p>	tips, watercolour painting, metal relief plate, planning and designing a cultural tile, choosing the best design and analysing work.	
<b>Summer A- Summer B</b>	<p><b>Identity: Learning how to draw portraits</b> <b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>- Exploring the work of Frida Kahlo and Kehinde Wiley, who use portraiture to raise issues about race, gender and identity.</li> <li>- Learning about symbolism</li> <li>- Learning to write in depth art analysis</li> <li>- Producing a range of practice drawing to develop skills such as mark-making, facial features, proportions and learning to use the grid method.</li> <li>- How to record their faces by producing tonal self-portraits</li> </ul> <p>Assessment Type: End of Year Exam and homework alongside verbal/ written feedback. Cross Curricular Links: Maths and History Catholic World View: Subsidiarity &amp; Human Dignity</p>	<ul style="list-style-type: none"> <li>- Skills: illustration, exploration of proportions, shape and form, tonal drawing and colour drawing, grid portrait method, photography, artist research and analysis. Planning and designing a self-portrait.</li> </ul>	<p><b>Self Portrait - Outcome</b> Assessment Type: End of Year Exam and homework alongside verbal/ written feedback.</p>