

## Art Department Long-term sequencing Year 8

<p><b>INTENT:</b> The curriculum for this stage of students' education has been designed to be inclusive for all and build on the knowledge gained in KS2 and Year 7 where students should have produced creative work becoming increasingly proficient in drawing and painting. The aim is to increase their skill in the handling of different media and their confidence to develop their own ideas and style; to extend their range of subject specific vocabulary enabling them to competently analyse and evaluate their own work, and that of others, in order to observe closely, think critically and discuss respectfully. Students will acquire skills that can be applied to cross-curricular topics, allowing them to reflect on and explore topics in greater depth. This should foster a love of the art, its application across the whole curriculum and increase awareness of vocations utilising art skills.</p>		
<p><b><u>HALF TERM 1: Formal Elements Textures revisited.</u></b> This topic will begin with accurate, tonal observed studies to build students confidence. They will then explore visual and actual textures alongside Mark making including the work of Olya Gampina.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to produce accurate, tonal observed studies using various media experimenting with mark making and texture.</li> <li>• how to analyse and evaluate relevant work by artists in relation to the formal elements of art.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on observational drawing skills written analysis of artists using relevant subject specific vocabulary. Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b><u>HALF TERM 2: mixed media Large piece.</u></b> Explore the world of Yago Partal and try different oil pastel techniques to create an image.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• develop and experiment with Oil pastels</li> <li>• Develop blending skills to create images.</li> <li>• Research and analyse a Van Gogh piece of work.</li> <li>• Recreate a piece of work based on the artists work using different mark making skills with the oil pastels.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b><u>HALF TERM 3: Colour Theory - revisited</u></b> Students develop their skills with colour and paint</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to create a colour wheel</li> <li>• colour theory - primary, secondary, tertiary colours and how to mix them; understand complimentary and harmonious colour combinations.</li> <li>• how to use coloured pencil, paint,</li> <li>• to create shades, tones, tints.</li> <li>• subject specific vocabulary relating to colour.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Self and peer assessment opportunities and informal verbal feedback.</p>
<p><b><u>HALF TERM 4: PORTRAITS</u></b> Portraits can tell us about how we see people. They often show us what a person looks like, but can also capture an idea of a person or what they stand for. Portraits can tell us how a person wants to be seen, and capture a particular mood that the sitter is experiencing. Many students benefit from completing a self-portrait not just because of the chance to practice technical artistic skills, but the chance to engage in self-reflection. Art like this creates a statement about identity, personality, and perspective.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to produce skilful and accurate observed portrait studies using a range of media such as pencil, and watercolour.</li> <li>• how to accurately draw the facial features and position of the face.</li> <li>• How to construct a portrait in pencil.</li> <li>• Explore This is me portrait incorporating items that make them who they are.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b><u>HALF TERM 5: Portraits Continued.</u></b> Look at portrait art Shepard Fairey and his work and the ideas behind it. Explore printing and pattern work inspired by the artist.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to create a portrait using limited colours and patterns in the style of the artist</li> <li>• how to analyse and critically the work of artist Shepard Fairey using relevant subject specific terminology.</li> <li>• Explore and experiment with printing.</li> <li>• Create a patterned background using printing techniques.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b><u>HALF TERM 6: Portraits Continued.</u></b> Look at portrait art Frida Kahlo and her work and the ideas behind it.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to create a portrait in the style of the artist.</li> <li>• how to analyse and critically the work of artist Frida Kahlo using relevant subject specific terminology.</li> <li>• Explore and experiment with different media.</li> <li>• Create a final piece with students' choice of media.</li> </ul> <p><b>THIS WILL BE ASSESSED:</b> Self and peer assessment opportunities and informal verbal feedback</p>
<p><b>Home learning set will consist of a combination of: Artist research and practicing skills learnt</b></p>		

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