

INTENT: Curriculum Overview Year 8

A learner in Year 8 will develop their understanding of proportions from the face in YR 7 to the figure in YR8. They will look at Keith Haring to understand how the figure can be used as part of pattern. They will develop an understanding of how artists respond to the world around them and how this change over time, through the theme of conflict.		A learner in Yr8 will be able to draw figures in proportion and use more abstracted figures in designs by looking at the work of Keith Haring. They will be able to create images in the style of artists from Otto Dix and Kathe Kollwitz through to Picasso and Banksy.			
A: The figure and Keith Haring	B: Culture	C: Culture	D: Bugs 1	E: Bugs 2	F: Fish
Term 1	1:1: The figure and Keith Haring	1:2: Culture	Autumn Assessment (<i>ensure differentiated assessment is planned too</i>)		
	<p>Knowledge Drawing the figure in proportion. Keith Haring and figure symbols.</p> <p>Skills: Drawing in proportion. Creating more abstracted designs. Developing control with paint/ materials</p> <p>Formative Assessment: Outcomes of drawings self and peer assessed during half term. Verbal feedback, coaching. Pit stop assessment of progress in sketchpad via assessment sheet.</p> <p>End point: A figure composition that incorporates pattern and references the art of Keith Haring</p>	<p>Knowledge: Artists response to culture. Students explore cultural sources and techniques.</p> <p>Skills: Evaluating images and forming opinions. Trialling techniques which are used in other cultures.</p> <p>Formative Assessment: Outcomes self and peer assessed during half term. Verbal feedback, coaching. Pit stop assessment of progress in sketchpad via assessment sheet.</p> <p>End point: A sketchpad of work showing exploration of different cultural styles of artwork.</p>	<p>Knowledge coverage Sketchpad assessment</p> <p>Skills tested: Final drawings assessed as Developing, Secure or Exceeding the standard expected for the age.</p> <p>End point: A figure composition that incorporates pattern and references the art of Keith Haring A sketchpad of work from Otto Dix to Banksy demonstrating observation and personal response.</p>		
Term 2	2:1 Culture	2:2: Bugs	Spring Assessment (<i>ensure differentiated assessment is planned too</i>)		
	<p>Knowledge: Artists response to conflicts. WW1, WW2 and current issues. Understanding different approaches to an artistic response. Otto Dix to Banksy</p> <p>Skills: Continued development of drawing and control of mark making materials.</p> <p>Formative Assessment: Outcomes of drawings self and peer assessed during half term. Verbal feedback, coaching. Pit stop assessment of progress in sketchpad via assessment sheet.</p> <p>End point: Studies using graffiti and a final Peace Poster that demonstrates a particular approach to responding to conflict.</p>	<p>Knowledge: Careful observational studies of bug/ insect structure and shape.</p> <p>Skills: Observation drawing from secondary source materials in a range of media.</p> <p>Formative Assessment Outcomes of drawings self and peer assessed during half term. Verbal feedback, coaching. Pit stop assessment of progress in sketchpad via assessment sheet.</p> <p>End point: Bug recordings using pencil, pens, pastels, printmaking.</p>	<p>Knowledge coverage:</p> <p>Sketchpad assessment</p> <p>Skills tested: Studies from artists work, drawing and colour skills in the sketch pad</p>		

Term 3	<p>3:1: Bugs Outcomes</p> <p>Knowledge: How to develop and idea. Students will explore a create bug inspired outcome.</p> <p>Skills: Large scale pieces designed by students and inspired by artists.</p> <p>Formative Assessment: Outcomes of drawings self and peer assessed during half term. Verbal feedback, coaching. Pit stop assessment of progress in sketchpad via assessment sheet.</p> <p>End point: Bug sculptures and 3D spiders.</p>	<p>3:2: Fish</p> <p>Knowledge: Knowledge of fish structures and artists who create outcomes inspired by fish.</p> <p>Skills: Observational studies and creative design when looking at Peony Yip.</p> <p>Formative Assessment: Outcomes of drawings self and peer assessed during half term. Verbal feedback, coaching. Pit stop assessment of progress in sketchpad via assessment sheet.</p> <p>End point: Fish outcomes inspired by Peony Yip</p>	<p>Summer % Assessment (<i>ensure differentiated assessment is planned too</i>)</p> <p>Knowledge coverage:</p> <p>Skills tested: 3D skills and outcome design skills.</p> <p>Assessment style/questions:</p>
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