

Curriculum Map- Year 8 Fine Art

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1/2:</p> <ul style="list-style-type: none"> • Pop Art Food (sculptures) • What is Pop Art? • Art History and Artist that look at food sculptures • Paper and Cardboard construction • Colour Mixing 	<ul style="list-style-type: none"> • In year 7 – pupils had an introduction to colour theory and Colour mixing to create desired colour palette • 3D element in year 7 – looking at form, shape and texture. 	<p>Drawing: Recording shape, form, tone and colour theory, 3D design, upscaling Research and analysis: Artists research – Claes Oldenburg - Who, What, How and Why Media: 3D paper and card construction and painting.</p>	<ul style="list-style-type: none"> • To Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To increase their proficiency in the handling of different materials • To build upon 3D knowledge and skills • Demonstrate problem-solving skills by providing a step-by-step approach to specific issues in class projects
<p>Term 3/4</p> <ul style="list-style-type: none"> • Around the world • Cultural iconic landmarks. • Country fact file • How to do a lino print (reductive lino) 	<ul style="list-style-type: none"> • In Year 7 the students have been introduced to the medium printmaking in SOW Animal habitat (polyprint) • Touching more on Architecture moving on from previous SOW colour 	<p>Drawing: Observational architectural drawing, line, form, shape, tone, texture and colour, upscaling Research and analysis: Research all about a country finding out the landmarks and fun cultural facts – Cross circular Media: Lino Printmaking</p>	<ul style="list-style-type: none"> • Students will be able to develop ideas that are relevant to the theme • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work. • To discuss different cultures and iconic landmarks making links with other subjects.

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<p>Term 5/6</p> <ul style="list-style-type: none"> • Insects • Connection between science and Art • Mark-making -How to use biro techniques to apply texture and tone • What is Sgraffito? • Upscaling 	<ul style="list-style-type: none"> • Recalling Art elements from previous SOW – focusing on line, shape, texture (through mark-making) • Previously looked at colour blending techniques in year 7 using colouring pencils pupils will apply this to a new media – using oil pastels. 	<p>Drawing: Observational drawing, line, shape, form, texture, tone colour theory, mark-making, gridding up.</p> <p>Research and analysis: Artist research Who, What, How and Why</p> <p>Media: Sgraffito, acrylic paint, oil pastels, biro, colour pencil, pencil</p>	<ul style="list-style-type: none"> • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work. • Demonstrate originality in their mark-making insects.

Resources and/or activities to support learning

Using Pinterest website to help you see visually how to present a page – artist research and how art work is applied - [Pinterest](#)

[Youtube](#) – to break down steps as a refresher on how to use materials, artist interviews etc.

Teams teacher videos on material application.

Top tips for success

- Tate website - [Tate Art](#)
- BBC Bitesize - [BBC Bitesize Art and design](#)
- Student Art Guide - [studentartguide](#)