Our Lady Queen of Peace
Catholic Engineering College

Curriculum Overview

Year 8 Art

Careers		
Local Market Information	**Skills**	**Jobs**
	• Creativity Problem solving • Observation, hand eye coordination • Resilience • Reflective • Observation, hand eye coordination, dexterity. • Work to a deadline/ work to a brief. • Research • Visual, Verbal and Written Communication	Mural Artist , Art Education, Animator, Illustrator, Architect, Interior Design

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	**Knowledge (Key Concepts)**	**Recall & Retrieval Practice Focus**	**Key Vocabulary**	
Half Term 1	**<u>Baseline Skills Assessment</u>**	Independent application of skills • Outline • Detail • Tone	Reflecting and scaffolding theoretical understanding and skill development from KS 2. Reflecting and building on understanding of the formal elements (learnt in year 7) to analyse the work of an artist • Concept mapping	Outline, Detail, Tone	
	Introduction to	• Developing Ideas		Urban,	Career

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	**Knowledge (Key Concepts)**	**Recall & Retrieval Practice Focus**	**Key Vocabulary**	
	Jon Burgerman	• Analysing the work of others using the formal elements of art	• Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment • **Baseline Drawing Assessment Key piece** • WWW • EBI • Student Action written response	landscape, graffiti, Commissioned . Vandalism	Connections British Artist residing in America
Half Term 2	**4 x Drawing techniques inspired by Burgerman**	• Developing Ideas through experimentation • Analysing the work of others using different drawing techniques	• Concept mapping • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment • **Burgerman 4 Techniques - Key pieces** • WWW • EBI • Student Action written response	Doodle, technique, Blind doodle Detail, Layers, analogous, colour	Urban Art Graffiti styles Career Connections- Mural Artist
	Independent Outcome - Own Character Designs	• Creating personal responses • Refining ideas and recording insights	Applying drawing skills: outline, detail, tone to respond to an artist's characteristic style. To reflect on analysis to inspire meaningful outcomes • Code call • Reflective starter activities • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment **Burgerman Designs - Key piece assessment** • WWW • EBI • Student Action written response	Technique, Detail, Layers, texture, emotions, facial features, tone, colour	Career Connections – Animator Comic Design

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	**Knowledge (Key Concepts)**	**Recall & Retrieval Practice Focus**	**Key Vocabulary**	
Half Term 3 & 4	**Independent Outcome - Cultural Connections Research**	• Developing and recording ideas • Creating a written draft making meaningful connections with the work of the artist and other cultures and symbolism (modern and historic) • Reflecting on formal element understanding to analysis and compare	Reflecting on the characteristics of the artist's work to make meaningful connections with the work/ celebrations of others. • Code call • Concept mapping (• Reflective starter activities • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment **Cultural Connections Research Page - Key piece assessment** • WWW • EBI • Student Action written response	Mexico Alebrijes Dia de los Muertos Spirit guide Pattern Colour Tone Celebration	Connections with Mexican cultural celebrations ' Dia de los murtous' connections with this and Halloween celebrations. Connections with Alebrijes and modern media (cartoons)
	3D Burgerman Inspired Spirit Guide Outcome	• Creating personal responses Refining ideas and recording insights	• Reflecting and scaffolding theoretical understanding and skill development from pervious learning • Reflecting on theoretical understanding, drawing techniques and formal elements to create a 3D outcome. • Embedded retrieval activities • Code call • Regular LSQ/whiteboard activities • Self and peer assessment **3D Burgerman inspired Outcome - Key piece Assessment** • WWW	3Dimensional Construct 3D box designs Net Ceramics Relief Engraving	

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			• EBI • Student Action written response		
Half Term 5	Introduction to Antoni Gaudi	• Developing Ideas • Analysing the work of others using the formal elements of art	Analysing the characteristics of the Architecture and artists influence to create various inspired designs. To demonstrate understanding of form to create 3D designs • Code call • Concept mapping (• Reflective starter activities • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment	Architecture Architect Turret Structure 3D Organic Nature mosaic	Catalonian architect Historical forms UNESCO world heritage awards Careeer Connections – Architect Interior Design
	4 x Gaudi Rooftop Designs	• Creating personal responses • Refining ideas and recording insights connected to 3D shape, texture and form	**<u>4 Rooftop Designs - Key piece Assessment</u>** • WWW • EBI • Student Action written response	Sphere, cylinder, cuboid, prism Mosaic Texture Tone Detail	Connections with Burgerman
Half Term 6	End Of Year Drawing Assessment	Independent application of skills. Reflecting on skills developed throughout the year • Outline • Detail	Reflecting on previous learning of formal elements, drawing skills and techniques and colour theory to create an informed, skilful response. • Code call • Reflective starter activities • Embedded retrieval activities	3D Form Structure Tone Outline Detail Tone	

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	**Knowledge (Key Concepts)**	**Recall & Retrieval Practice Focus**	**Key Vocabulary**	
		• Tone	• Regular LSQ/whiteboard activities • Self and peer assessment **<u>End of year Drawing assessment- Key piece assessment</u>** • WWW • EBI • Student Action written response	Colour	

Key Assessments			
When	**What will be assessed?**	**Why is this being assessed?**	**How will results be stored & students receive feedback?**
Term 1	• Baseline Skills Assessment	To understand and assess initial skills capability and independence.	• Regular verbal feedback is given within the classroom. • Student feedback is given within their Booklet Assessment Sheets against the success criteria. WWW, EBI and Student action is also evident • Assessed grades are recorded on Sims Progress Grades are communicated to Students and Guardians throughout the year.
	• 4 x Burgerman Techniques	To assess how students Develop Ideas through experimentation. Assess how students can develop skilful outcomes using different drawing techniques	
	• **Independent Outcome** Character Designs	To assess how students independently apply research and key drawing skills within their own outcomes.	
Term 2	• **Independent Outcome** Cultural Connections Research	To assess language and literacy skills To assess independent research skills. To make meaningful connections with the historical and modern work of others.	
	• 3D Final Outcome Inspired by Burgerman	To assess how students create personal responses and develop ideas using different medias. To assess key skills and concepts taught in year 8	
Term 3	• Gaudi Inspired Building Designs	To assess drawing skills using forms, texture, detail and tone to create 3D designs	
	• End Of Year Skills Assessment – Gaudi Rooftop	To assess development of drawing skills and concepts practiced throughout the year	