



# Year 8 Curriculum Sequence: Art and Design

**Intent:** To continue to build confidence, knowledge and skills in students through the engagement in the Art curriculum. Students consolidate their understanding of the Formal Elements of Art through the further development and securing of knowledge while introducing new practical skills and processes. In these extended projects, students will respond to the work of both historical and contemporary artists in exploring art materials and processes to produce their own outcomes.

<b>HT1</b> <b>Under the Sea:</b> <b>Pattern and Printmaking</b> Studying the work of Jason Scarpace in exploring pattern and printmaking	<b>HT2</b> <b>Under the Sea:</b> <b>3D Ceramics</b> Studying the work of current artists in exploring ceramic outcomes	<b>HT3</b> <b>Food Glorious Food:</b> <b>Pop Art</b> Developing observational drawing skills and using Pop Art to explore colour and design	<b>HT4</b> <b>Food Glorious Food:</b> <b>Realism</b> Studying the work of current artists in exploring drawing, scale and a range of media	<b>HT5</b> <b>Cultures (Day of the Dead): 2D</b> Producing observational drawings and illustrations to explore the theme	<b>HT6</b> <b>Cultures (Day of the Dead): 3D</b> Exploring 3D media in developing ideas and outcomes exploring the theme
<b>Why 'Pattern and Printmaking'?</b> Using knowledge retrieval from Y7, students use line and pattern in developing fantasy fish designs, inspired by Jason Scarpace. Students then further develop their printmaking skills in developing their designs using block printing.	<b>Why '3D Ceramics' ?</b> After building confidence in 2D techniques, and furthering their 3D skills acquired in Y7, students are introduced to using ceramics to create sea urchin inspired outcomes.	<b>Why 'Pop Art' ?</b> Continuing to develop confidence and skills in observational drawing, students explore still-life food items to gain an understanding of form. Pop Art is used as inspiration to develop initial studies using colour and design.	<b>Why 'Realism' ?</b> Continuing to develop confidence and skills in observational drawing, students explore Realism, making links to current artists. A range of media is explored, with a focus in further developing skills in tonal value and colour.	<b>Why 'Cultures: Day of the Dead'?</b> Exploring art in the wider world, the Day of the Dead project recaps and further develops 2D skills learnt through the year.	<b>Why 'Cultures: Day of the Dead'?</b> After building confidence in 2D techniques students explore designs and ideas in 3D through clay, card and wire.
<b>National curriculum links Pupils will:</b> -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	<b>National curriculum links Pupils will:</b> -Use a range of techniques and media, including painting increase their proficiency in the handling of different materials. -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
<b>Teaching 'pattern and printmaking' supports:</b> <b>Knowledge of</b> <u>contemporary artist – Jason Scarpace</u> <b>Understanding</b> of line, shape and pattern. <b>Skills</b> in pointillism, design and block printing	<b>Teaching '3D ceramics' supports:</b> <b>Knowledge of</b> <u>contemporary sculptors – Heather Knight.</u> <b>Understanding</b> of form <b>Skills</b> in 3D making using ceramic pinch pot and building techniques	<b>Teaching 'Pop Art' supports:</b> <b>Knowledge of</b> <u>historical artists and art movements – Pop Art, Roy Lichtenstein</u> <b>Understanding</b> of 3D forms, composition and design <b>Skills</b> in observational drawing of 3D forms, design and pen	<b>Teaching 'realism' supports:</b> <b>Knowledge of</b> <u>contemporary artists Sarah Graham and Joel Penkman</u> <b>Understanding</b> of tonal value, colour theory and applying elements of art to own work. <b>Skills</b> in observational drawing, paint, pastel and pencil	<b>Teaching 'Day of the Dead' supports:</b> <b>Knowledge</b> of art and design from other cultures <b>Understanding</b> of line, form, design and colour <b>Skills</b> in drawing from observation and as illustration	<b>Teaching 'Day of the Dead' supports:</b> <b>Knowledge</b> of art and design from other cultures <b>Understanding</b> of form, design and 3D structures <b>Skills</b> in drawing for design and 3D making
<b>Feeds From :</b> Skills and knowledge from Y7 Y7 HT5 Pattern and printmaking	<b>Feeds From :</b> Y7 HT6 exploring 3D	<b>Feeds From :</b> Y7 HT3, HT4, HT6 observational drawing, value, use of media	<b>Feeds From :</b> Y7 HT6 use of line Y7 HT6 and Y8 HT3 exploring 3D	<b>Feeds From :</b> Y8 HT1, HT3, HT4 observational drawing Y7 HT1 colour theory	<b>Feeds From :</b> Y8 HT2 design for 3D and clay Y7 HT6 3D