

**AHS Art Curriculum: Yr8 Programme of study**

**KS3:** By the end of KS3 it is intended that students are confident explorers who are prepared to take risks and embrace mistakes as part of the exploring and learning process. The art department cultivates a growth mind set where students are nurtured to become confident in their voice and able to evaluate where they are at and what steps they can take next for personal improvement. Students will understand what the creatives industries bring to this country and the wide variety of careers available. They will recognise transferable skills that studying art provides. We encourage students to work collaboratively and independently, how to understand a brief and find creative solutions. Students learn to generate ideas through research and play. By the end of KS3 students should be well informed and in a position to study any of our GCSE courses in fine art, graphic communications and textiles. We are passionate about art and wish to inspire that in our students.

**HEALTH & SAFETY**

Yr 8	Outline and intent	Key Skills	Key Concepts / Knowledge & Understanding	Assessment
<p><b>Autumn</b></p> <p><b>Identity 2 (a)</b></p> <p><b>'Portraiture'</b></p>	<p>A project to explore identity and personality through the expressive, suggestive and descriptive use of the formal elements. Students will suggest identity and personality via portraiture.</p> <p>Key Intentions: To develop accuracy in portraiture drawing using a variety of scaffolds and then to break away from observational accuracy to suggesting personality and narrative through expressive mark making and tone to model structure and form.</p> <p>To develop advanced colour mixing, blending and expressive use of colour and brush technique. To develop independence of the selection of artists and the opportunity to find their own portrait artist for research and analysis</p>	<p><b>New skills:</b></p> <p>Face proportions using the rule of halves.</p> <p>Diamond gridding up method to increase accuracy.</p> <p>Expressive use of line, tone and colour to model form.</p> <p>Advanced colour mixing (<i>skin tones</i>)</p> <p>Expressive brush techniques.</p> <p>Mixed media techniques: (<i>collage, poster paint, oil pastel and pencils</i>).</p> <p>Ext technique: mono printing.</p> <p>Independent enquiry for portraiture artists.</p> <p><b>Revisiting skills:</b></p> <p>Mind mapping (<i>identity</i>)</p> <p>Tone to model form</p> <p>Colour mixing</p> <p>Artist research and analysis.</p> <p>Developing sketchbook presentation.</p>	<p><b>New Knowledge:</b></p> <p>Expressive use of the formal elements</p> <p>Exploring human emotions (<i>fear, pain, joy etc.</i>)</p> <p>Narrative in facial expression.</p> <p>Independent research enquiry</p> <p>Artists: Guy Denning, Edvard Munch, Picasso, Lucian Freud, Nick Lepard, Paul Wright, Jenny Saville, Stanley Spencer, The fauves. Own artist discovery.</p> <p><b>Revisiting knowledge:</b></p> <p>Colour theory</p> <p>Figurative and formal elements</p> <p>Suggestive Composition</p> <p>Art history timeline (quiz style questions).</p> <p>Where do portrait artists sit in the general timeline?</p> <p><b>Homework</b></p> <p>Artist research: Guy denning</p> <p>Artist research (<i>skin tone artist of choice</i>).</p> <p>Tonal portrait using the rule of halves.</p> <p>Portrait photograph (<i>subject for final piece</i>)</p>	<p>Regular low stake quizzes on colour theory, the formal elements, composition and media &amp; techniques.</p> <p>Self and peer assessment using defined success criteria and previous feedback.</p> <p>AO1: Artist research &amp; analysis x 2. (Guy Denning and personal choice)</p> <p>AO2: Application of Guy Denning style to self-portrait.</p> <p>AO3: Self assess eye drawing.</p> <p>AO3: Peer assess tonal portrait of a family member, friend or self that uses the rule halves.</p> <p>AO4: Final piece realisation that expresses an intended key concept.</p> <p>Teacher Assessment on the quality of student assessment.</p> <p><b>H&amp;S: Advise of use of poster paints / aprons / respect for equipment and each other.</b></p>
<p><b>Autumn / Spring</b></p> <p><b>(NEW)</b></p> <p><b>Identity 2 (b)</b></p> <p><b>'Portraiture'</b></p>	<p>A short extension project exploring and experimenting with digital media to create a portrait realisation.</p> <p>Key intentions: To provide an opportunity for students to work with Photoshop and explore whether they enjoy developing ideas using a computer. To give insight into the skills and techniques used for the GCSE Graphic Communication pathway.</p> <p>To provide a collaborative and extensive art research project on the artist Andy Warhol and the Pop art movement. Students will work in a carousel in the classroom and will develop research presentations alongside an artwork response. Key research questions:- What is Pop Art? Who is Andy Warhol? What was his work about? Image analysis.</p>	<p><b>New skills</b></p> <p>Photoshop (<i>layers, masks, cropping, colour adjustment, filters</i>)</p> <p>Team collaboration for enquiry research</p> <p>Whole class presentation (<i>everyone to speak</i>)</p> <p><b>Revisiting skills:</b></p> <p>Research and analysis</p> <p>Sketchbook presentation</p> <p>Subject vocabulary</p>	<p><b>New Knowledge:</b></p> <p>Artist: Andy Warhol / Pop Art Movement</p> <p><b>Revisiting knowledge:</b></p> <p>Figurative and formal elements</p> <p>Suggestive Composition</p> <p>Art history timeline (quiz style questions).</p> <p>Reflection on Pop art.</p>	<p>Teacher assessment will give live feedback to group presentations.</p> <p>AO1: Peer assessment on double page research.</p> <p>AO4: Final piece evaluation.</p> <p><b>Homework</b></p> <p>Double page of research, Including personal reflection:-What would influence Andy Warhol's work if he was alive now?</p> <p><b>H&amp;S: no risks identified</b></p>

<p><b>Spring (NEW)</b></p> <p><b>Typography</b> <i>(potential for students to visit the type and print museum at Blickling.)</i></p>	<p><b>(under construction)</b> A short project. Key Intentions: To introduce students to key concepts of graphics. To recognise that typography and typestyle can connote (suggest) ideas and are persuasive tool in advertising and branding to a target audience. To be able to identify different type styles and select typography appropriate to intentions. To create a digital sketchbook in google classroom to present homework on typography. Careers within digital media.</p>	<p><b>New skills</b> Appropriation of typography to 'fit' the business. Digital sketchbook presentation Following worksheet instructions to create and submit a digital sketchbook. Manipulating and drawing typography to suggest ideas e.g. quick/slow, rough/smooth</p> <p><b>Revisiting skills:</b> Research and analysis Sketchbook presentation Subject vocabulary</p>	<p><b>New Knowledge:</b> Connotations of type Typestyles: serif, sans-serif, script Typographical elements</p> <p><b>Revisiting knowledge:</b> Formal elements (within typography)</p>	<p>Teacher assessment on digital sketchbooks.</p> <p><b>Homework:</b> To find type styles that suggest key concepts. Presented in digital sketchbooks</p> <p>H&amp;S: no risks identified</p>
<p><b>Spring/Summer (New for 2023)</b></p> <p><b>Textiles:</b></p>	<p><b>(under construction) A short project</b> Key Intentions: To introduce students to key concepts of textiles.</p>	<p><b>New skills</b></p>	<p><b>New Knowledge:</b></p>	
<p><b>Summer</b></p> <p><b>Sculptural Forms.</b>  <i>(potential to visit the NUA degree show)</i></p>	<p>A haptic project that explores the 4 key processes of sculpture: carving, modelling, constructing and casting. To explore sculptures and sculptors throughout history. Students will create a variety of mini realisations responding to these processes. To learn about careers associated with sculpture and 3D design.</p>	<p><b>New skills:</b> Carving: Soap Construction: paper Modelling: clay pots Casting: plaster of paris, clay moulds Considering multiple viewpoints of 3D</p> <p><b>Revisiting skills:</b> Mind mapping ideas. Research and analysis Sketchbook presentation Subject vocabulary Observational drawing (pencil, chalk and charcoal) of 3D form.</p>	<p><b>New Knowledge:</b> Identifying the four key processes of sculpture Key Artists: Barbara Hepworth, Henri Moore, Desmond Brett, , Carolyn Genders, Kate Malone, Richard Sweeney. Careers relating to 3D design. The difference between malleable and hard materials</p> <p><b>Revisiting Knowledge:</b> The formal elements</p> <p><b>Homework:</b> Identify and source images of the 4 processes of sculpture Double page research on a sculptor of choice. Book manipulation.</p>	<p>Regular low stake quizzes on colour theory, the formal elements, composition, media &amp; techniques, type styles.</p> <p>Self and peer assessment using defined success criteria.</p> <p>AO1: Artist research &amp; analysis a sculptor of personal choice. AO2: Soap carvings / clay pots / AO3: Sourcing images AO3: Observational drawing. AO4: Evaluation of processes.</p> <p>Teacher Assessment on the quality of student assessment. Classroom circulation and direct verbal feedback.</p> <p>H&amp;S: advised on the use of wet clay, cleaning equipment and hands. Use of carving materials. carving equipment, and craft knives.</p>