

Year 8 Art – You, Me & Us			
Students in Year 8 will look at the broad theme of ‘You, Me and Us’. We focus on identity, commercial objects and still life, across 3 terms. In each of the projects, students will have the opportunity to learn about a range of artists, art works, and art movements, as well as interact with a variety of materials, processes and techniques, to produce sketchbook work and a final piece.			
Autumn Term		Spring Term	Summer Term
What will be learned?	During spring term, students will encounter the topic of ‘Identity’. This project is split up into two parts. The first part of the project will ask that pupils take a look at their own identities (facial features, overall appearance, personality, likes, dislikes, etc.). Pupils will look at pre and post 21st century portraiture art, then focus in on the realistic portraiture work of Chuck Close. Students will learn about the ratio, dimensions and proportions of the face, practicing achieving accuracy in their 2D work. Pupils will put these theoretical concepts into practise, alongside the smooth transition of texture of tone using chalk pastels and charcoal, by producing a realistic self-portrait. Next, pupils will consider their identities as a collective group of human beings and the impact we have on the world and other living organisms around us. Looking at Charles Le Brun, pupils will respond to the concept of rising sea levels to envisage what humans could evolve to look like to survive underwater. Concepts of evolutions and mutation will encourage pupils to consider form, shape and textures of sea life creatures. Using imagination, pupils will create their own mutant style being, using clay, and slab and low relief techniques.	Pupils will study the Pop Art movement, concentrating on the works of Andy Warhol. Commercial food/drink products will be explored through observation and various drawing methods of recording. There will be a key emphasis on visual marketing, as an introduction to Graphic Communication. As well as this, pupils will focus on dietary requirements, to develop an understanding of our food origins and the effects on the environment. This will lead pupils to design a brand-new food or drink product, which responds to the natural environment and atmosphere. Students will have to apply their understanding of visual language and marketing when designing these items. Pupils will realise their designs as a set of linear Styrofoam relief prints, inspired by Andy Warhol.	Pupils will study the life and works of Doug Bloodworth and Sari Shryack. Both Bloodworth and Shryack will introduce pupils to the allegorical concepts of still life, and subsequently stereotypes, diversity, and the importance of individuality. Through the process of observational drawing and compositional photography, pupils will explore still life set-ups which represent elements of their own individual identities. Pupils will develop a 2D still life painting, requiring pupils to further practise 2-dimensional drawing skills and to apply base layer painting techniques to achieve realistic effects.

Content sequencing (Where does this fit – what have they done before which supports it, where does it link with future units?)	<u>Prior Knowledge:</u> <ul style="list-style-type: none"> Pupils have recalled information on artists, artworks, and art movement, expressing their opinions through analysis and evaluation. Pupils have learned about and practised applying the basic elements, using different materials and techniques. Pupils will need to apply their knowledge of 2D implied textures, when creating physical texture in clay sculptures (mark making using different techniques and materials). Pupils will need to apply their knowledge of colour theory to mix tints, tones and shades, as well as clean, clear colour to apply surface colour to their sculptures. 	<u>Prior Knowledge:</u> <ul style="list-style-type: none"> Pupils will need to apply directional shading when drawing objects. Pupils will need to draw upon this previous knowledge. Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity. Pupils will need to apply their knowledge of colour theory to pre-plan print pattern Pupils will need to apply their knowledge of implied texture to create interesting low relief patterns, in their styrofoam tiles. 	<u>Prior Knowledge:</u> <ul style="list-style-type: none"> Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity. Pupils will need to apply their knowledge of colour theory to mix tints, tones and shades, as well as clean, clear colour to apply surface colour to their paintings.
	<u>Future Learning:</u> <ul style="list-style-type: none"> Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity. Pupils will continue to learn about and apply the basic elements (line, colour, tone, texture, pattern, shape and form) in all KS3 projects, to explore a wide variety of materials and techniques, and the resulting styles. 	<u>Future Learning:</u> <ul style="list-style-type: none"> Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity. Pupils will continue to learn about and apply the basic elements (line, colour, tone, texture, pattern, shape and form) in all KS3 projects, to explore a wide variety of materials and techniques, and the resulting styles. 	<u>Future Learning:</u> <ul style="list-style-type: none"> Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity. Pupils will continue to learn about and apply the basic elements (line, colour, tone, texture, pattern, shape and form) in all KS3 projects, to explore a wide variety of materials and techniques, and the resulting styles.

Memory for Learning (What skills will students be required to exhibit?)	Students regularly have the opportunity to: <ul style="list-style-type: none"> • Learn information about artists, art movements, art works, materials and techniques prior experimenting/practising themselves. • Encounter memorable images, which connect materials and techniques to first hand life experiences. • Experience topics in art through several senses • Receive directions in multiple formats: demonstration/modelling, verbally, peer discussion, written on the board, final exemplars. • Link information to physical practise, and project to project, through the use and reflection on the basic elements of Art. • Repeat creative process patterns by looking at contextual sources, then experimenting, then recording ideas, and finally the creation of a final piece. • Be active readers • Practise retrieving prior knowledge 		
Powerful knowledge in the classroom (what areas/themes/concepts will be explored)	Generally, each of the three projects intends for our pupils: <ul style="list-style-type: none"> • To increase skillset in the use of the basic elements; line, tone, texture, colour, pattern, shape and form. • To work from first hand observation, experience, imagination and other sources. • To investigate how to express and realise ideas using the basic elements and qualities of a range of media. • To draw to express perception and invention, to communicate feelings, experiences and ideas. • To make informed choices about media, techniques and processes. • To make purposeful images and artefacts. • To explore and experiment with ideas, materials, tools and techniques. • To explore the visual, tactile and other sensory qualities of their own and others' work. • To engage with ideas, images and artefacts, identifying how values and meaning is conveyed. • To analyse, select and question critically, making reasoned choices when developing personal work. • To reflect on and evaluate their own and others' work, continuously adapting and refining during the creative process. • To learn key technical terms. 		
	More specifically, this project intends for our pupils to learn and be able to: <ul style="list-style-type: none"> • Draw proportion, as related to the realistic representation of the human form. • Recall why artists choose to make self-portraits. • Understand how the basic elements, particularly colour can affect the mood or atmosphere created within a piece of artwork. • Recognise and identify contrasting approaches by artists to representing the theme of Identity. • Use imagination to combine knowledge of the human form with the theme of evolution. • Design a 3D piece, with awareness of form. • Make use of coil, slab and low relief techniques to realise a sculptural design, inspired by Le Brun. • Understand the properties of the colour wheel. • Mix colours effectively, especially tints, tones and shades. • Mix colour to achieve clean, clear colour. • Use a range of brush skills to demonstrate effective brush control (flat space and textural detail). 	More specifically, this project intends for our pupils to learn and be able to: <ul style="list-style-type: none"> • Describe, analyse and evaluate the artwork of still life and pop art artists. • Recall factual information on the artist influence (Andy Warhol). • Design a new food product, based on graphic communication/visual language of advertising, applying knowledge of the need for branding and logo. • Produce a stylised pattern design for a Styrofoam tile print. • Successfully produce a series of Styrofoam tile prints, utilising pattern, layering and harmonious colour. • Make use of the properties of rolling ink, and the pros and cons of the medium. 	More specifically, this project intends for our pupils to learn and be able to: <ul style="list-style-type: none"> • Describe, analyse and evaluate the still life works of Doug Bloodworth and Sari Shryack. • Recognise and identify contrasting approaches by artists to representing the theme of Identity. • Record objects using different media and techniques, ensuring accurate ratio, proportion, tonal range, implied texture, directional shading and (where appropriate) colour. • Lay out a still life composition, with understanding of balance. • Demonstrate a sense of depth and space in a still life drawing/painting, through the use of colour (tints, tones and shades), tone and texture. • Understand the properties of the colour wheel and make use of harmonious colour to create further depth. • Mix colours effectively, especially tints, tones and shades. • Mix colour to achieve clean, clear colour. • Use a range of brush skills to demonstrate effective brush control (flat space and textural detail).
SEND in the classroom	Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs.		

(How will support be seen?)	<p>Teachers ensure that those with SEN needs are individually catered for, to ensure appropriate solution to any potential barriers to learnings and/or outcomes.</p> <p>In a general sense, teachers can provide support within this project by:</p> <ul style="list-style-type: none"> • Demonstrations are carried out via a visualiser, to support accessibility and safety. • Writing frames with both questions and sentence starters, to support critical thinking and creativity. • Key points and notes are printed off, to avoid the need for copying from the board. • Seating plans are required in all classes, to ensure students are able to communicate, respond and interact with each other and the teacher in discussions. • Use of middle/front table resource collection spots, so that materials and equipment can be found easily and put away in the right place. • Make tasks accessible through students using specialist resources where appropriate: i.e. scissors. • Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. • Use real objects related to the topic – e.g for work on texture, use a range of natural objects such as clay, wool, bark, stones, shells and leaves. Help students to understand their different qualities and characteristics through touching, smelling, seeing and hearing. • Support activities where students do not have the necessary mobility and dexterity – e.g using software or tools like a graphics tablet to simulate traditional drawing materials. • Enable students to research recommended websites online – eg websites of museums, galleries and exhibitions – to support or supplement other modes of research. • Allow teachers and students to review and evaluate work or consider next steps by viewing scanned or photographed images, forms or examples of students’ work from previous lessons on the interactive whiteboard. • Managing group work sensitively • Liaising with the CTA, to ensure risk assessment of lesson content, for those the CTA is supporting. 	<p>Teachers ensure that those with SEN needs are individually catered for, to ensure appropriate solution to any potential barriers to learnings and/or outcomes.</p> <p>In a general sense, teachers can provide support within this project by:</p> <ul style="list-style-type: none"> • Demonstrations are carried out via a visualiser, to support accessibility and safety. • Writing frames with both questions and sentence starters, to support critical thinking and creativity. • Key points and notes are printed off, to avoid the need for copying from the board. • Seating plans are required in all classes, to ensure students are able to communicate, respond and interact with each other and the teacher in discussions. • Use of middle/front table resource collection spots, so that materials and equipment can be found easily and put away in the right place. • Make tasks accessible through students using specialist resources where appropriate: i.e. scissors. • Allow time for sensory exploration. 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Homework	<p><u>Homework 1</u></p> <p>Research the drawing works of Charles Le Brun. Recall facts about the artist, analyse the art works and consider the concept of evolution.</p> <p><u>Homework 2</u></p> <p>Students will be tested on the knowledge learned during this project, following completion.</p>	<p><u>Homework 1</u></p> <p>Research the Pop Art movement. Recall facts on the movement and encounter key artworks.</p> <p><u>Homework 2</u></p> <p>Students will be tested on the knowledge learned during this project, following completion.</p>	<p><u>Homework 1</u></p> <p>Research Photorealism. Recall facts on the movement and encounter key artworks.</p> <p><u>Homework 2</u></p> <p>Students will be tested on the knowledge learned during this project, following completion.</p>

Literacy opportunities	<ul style="list-style-type: none"> • Read, research, analyse, critique and evaluate key artists and their artworks • Read, research, analyse, critique and evaluate art movements • Analyse, critique and evaluate their own creations, using sequencing • Incorporating story telling/concepts into art making
Numeracy/Computing skills	<ul style="list-style-type: none"> • Symmetry • Geometry • Proportion • Ratio • Rule of thirds • Perspective • Scale • Colour mixing
Behaviours of Excellence (Character Development)	<ul style="list-style-type: none"> • Meet and greet • Whole class and individual praise • Seating plans • Build relationships with pupils • Opportunity to express/creative • Establishing trust with materials/techniques • Help station • Top tips
Equality in the classroom (Diversity opportunities)	<ul style="list-style-type: none"> • Studying artists who were from poorer, lower-class backgrounds • Studying artists who exhibited problems with mental health • Studying artists of different race • Studying artists with physical and non-physical disabilities • Studying artists who have been successful in their field

		Portrait Drawing 25th Anniversary: A Step-By-Step Art Instruction Book Andy Warhol Still Life - Tate Modern	Extraordinary portraits – BBC Portrait Artist of the Year Self Portrait UK Pop Art – BBC Soup Cans & Superstars: How Pop Art Changed The World Grayson’s Art club	National Portrait Gallery Tate Modern
Careers Information, Advice and Guidance	Level 3 A-Level qualifications	<ul style="list-style-type: none">• Studying artists who have made a living from creating works of art• Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions• References to GCSE and A Level studies		
	Level 3-6 Higher Education	<ul style="list-style-type: none">• Studying artists who have made a living from creating works of art• Studying artists who have studied at UK universities• Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions		