



The High School  
Leckhampton

# Year 8 ART



## Topic Titles

- Baseline Assessment: Natural Form
- Pattern & Print
- World Cultures
- Disguise
- Ceramics: Natural Forms

## Intent

We want our students to recognise and appreciate the wider impact art has on the world around them and be able to engage with it in an informed way. To this end our curriculum aims to develop students who are curious, independent, and resilient; confident in taking intellectual and creative risks with their work. A range of practical skills, including drawing, painting, printmaking, and sculpting are developed in response to a range of themes and subject matter, covering the broad spectrum of art, craft, and design.

This is fully underpinned by visual literacy, critical thinking, and the language skills necessary to engage with historical and contemporary contexts and develop an understanding as to how this reflects and shapes who we are. The art department aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning.

## Links with other subjects

**DT** – Design movements, working to a brief, furniture design, graphic design.

**Maths** – Pattern, mathematical movement

**History** – Wider historical and cultural context of artists, themes and movements, trade and industry

**Geography** – Trade and migration

**RE** – Customs, traditions, beliefs and iconography

**English** – Myths and legends, storyboarding, narrative art, analysis

**Science** – Properties of clay and the natural world

## How will knowledge and skills be taught?

Students follow a highly creative, skills-based art curriculum through studying a sequence of engaging topics. Art from a range of cultures and periods of history are explored and focus given to the discipline of craft, and the creation of functional as well as decorative objects. Learning outside of the classroom with visits to the Pitt Rivers and Natural History museums in Oxford introduces the ideas of curatorship and ownership and forms an integral part of students learning this year. Key practical skills and knowledge is revisited from Year 7 and deepened. Research and practical exploration help solidify learning throughout the year and enable students to develop their own personal and meaningful responses to a broad range of stimuli.

## How can parents help?

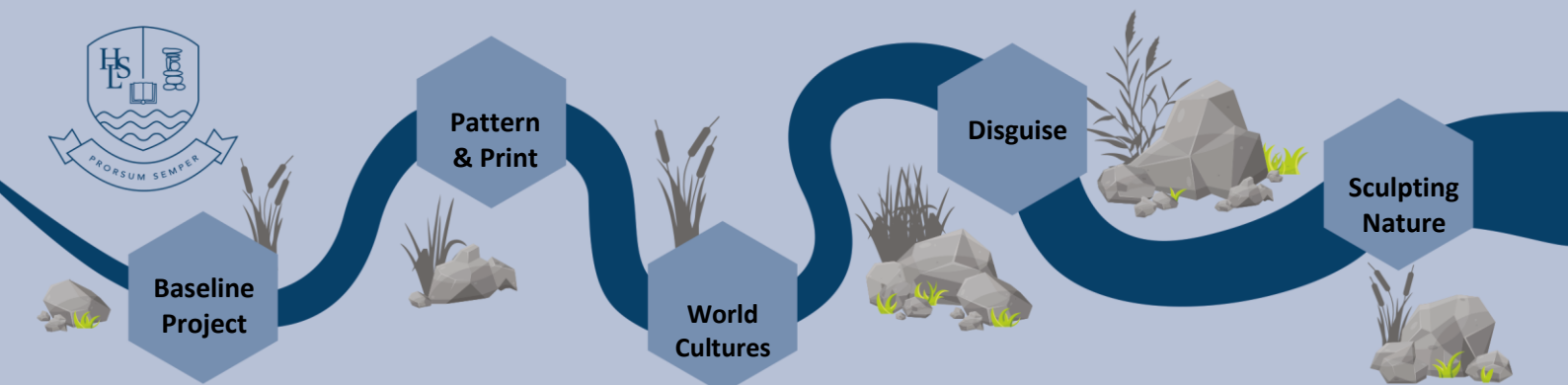
By encouraging positive engagement with the subject and practicing of key skills at home. Visits to galleries and museums help enhance what is taught in the classroom and along with watching relevant television programmes such as *Artist of the Year* and *Great Pottery Throw Down* can give the subject real-world context. A familiarity with the resources provided on the VLE would be highly beneficial, as would support with the written aspects of their work. Students should be encouraged to undertake thorough and independent research, draft and edit written work which should always be personal, not copied and pasted and use art specific vocabulary, appropriately. General discussion about lessons and looking at student's sketchbook also helpful.

## Recommended Reading and Preparation for Learning

William Morris in 50 Objects – Carien Kremer & Anna Mason  
William Morris (V&A Guide) – Anna Mason  
Bitter – Akwaeke Emezi

### Websites:

The British Museum  
The Vincent Van Gogh Museum  
ArtUK.org  
Google Arts & Culture  
Pitt Rivers / OMNH Museum  
William Morris Museum  
The V&A Museum  
The Craft Atlas



<b>Subject:</b> Art & Design		<b>Year Group:</b> Year 8	<b>Term:</b> 1 – Sept – Oct Half Term
<b>Module/Theme:</b> Elements & Principles – Baseline Project			
<b>Topic Outline &amp; Aims (Intent)</b> <p>This brief unit of work aims to assess a student's level of skill, observation, literacy, and ability to learn independently at the start of the year. The work produced by each student will generate a meaningful starting point and in conjunction with HSL data, will be used to set an appropriate end of year target grade.</p> <ul style="list-style-type: none"> <li>○ To further develop observational drawing skills using a range of dry materials with a focus on the rendering of forms and contour shading.</li> <li>○ To be increasingly confident in discussing the work of others with an appreciation of cultural influences, context, purpose and meaning when analysing artworks.</li> </ul>			
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> <ol style="list-style-type: none"> <li>1. Explore and refine application of tone using mark making to show contour and texture using a range of materials</li> <li>2. Compare and contrast ideas, methods, intention, and historical context in the work of others</li> <li>3. Draw from direct observation, applying experience of self-evaluation materials and processes to develop the control of tools and techniques</li> <li>4. Develop subject knowledge through discussion, independent research, and literacy tasks</li> <li>5. Reflect on and adapt work in response to research, feedback, and personal insights</li> </ol>			
<b>Prior Learning: (Context)</b> <b>KS2:</b> <p>Students have experience of drawing from direct observation.</p> <p>Students understand the element of shape and can differentiate between 2D and 3D forms.</p> <p>Students have been introduced to the work of several artists and art forms.</p>		<b>Future Learning: (Context)</b> <b>KS3:</b> <p>An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond.</p> <p>Analysis tasks establish an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds.</p> <b>KS4:</b> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations and insights</p>	
<b>National Curriculum Links: (Context)</b> <ul style="list-style-type: none"> <li>○ Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>○ Refine – To increase their proficiency in handling of different materials.</li> <li>○ Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> </ul>			
<b>RRSA Links:</b> <p>12 – Respect for Children's Views</p> <p>13 – Sharing Thoughts Freely</p> <p>14 – Freedom of Thought and Religion</p> <p>17 – Access to Information</p> <p>31 – Rest, Play, Culture and Arts</p>		<b>Assessment of Learning: (Impact)</b> <p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored.</p> <p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> <li>1. Spiral Drawings</li> <li>2. Observational Studies</li> <li>3. Artist and Artefact Analysis</li> </ol> <ul style="list-style-type: none"> <li>○ Opportunities for self and peer reflection and assessment</li> <li>○ Skills tracker to monitor student progress in key areas</li> <li>○ Individual target to link to next project / future learning</li> <li>○ Overall grade given in line with assessment criteria</li> </ul>	
<b>British Values Links:</b> <b>Democracy –</b> <ul style="list-style-type: none"> <li>○ Freedom to voice opinions during class feedback sessions</li> <li>○ Votes on materials/techniques</li> <li>○ Debates/discussions of artists work through critical studies</li> </ul> <b>The Rule of Law –</b>			



- o The importance of health and safety in the art room
- o The importance of routine for clearing materials at the end of a practical lesson

**Individual Liberty –**

- o Importance of independent research and learning
- o Importance of reflection of ideas and processes

**Mutual Respect –**

- o Taking part in clearing and tidying the studios
- o Sharing work and ideas through group feedback; respecting each others strengths and weaknesses

**Tolerance -**

- o Studying artworks and traditions from other cultures and times

**Eco Schools Links:**

**Waste** – Ensure all recyclable materials are disposed of correctly

**Reading / Enrichment:**

Chilli Challenge Tasks (VLE)

*William Morris in 50 Objects* – Carien Kremer & Anna Mason  
*Flora: Inside the Secret World of Plants* – Kew Gardens  
*Batik: Modern Concepts and Techniques* – Noel Dyrenforth

wmgallery.org.uk  
 vam.ac.uk  
 craftatlas.co  
 tate.org.uk/kids

**Key Vocabulary: (Literacy)**

Craft, Form, Texture, Tone, Value, Design, Contour, Render, Guild, Stippling, Shading, Contrast, Textiles, Ceramics, Motif, Society, Batik, Trade, Printmaking, Reduction, Layering, Tjanting, Wood Block, Hatching, Observation, Movement, Industrial, Revolution, Decorative, Architecture

**Numeracy Opportunities:**

Pattern and repetition  
 Symmetry

**Career Links:**

Designer – Furniture, Surface, Interior, Textile  
 Art Teacher / Education  
 Art Historian  
 Curator / Cultural Heritage