

Curriculum Map							
Year 8							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Portraiture and Frida Kahlo	Frida Kahlo portrait painting. Taking in identity/objects also referencing Rousseau. Collage and Deborah Roberts Throughout the year students will use a range of techniques and media. Students will increase their proficiency in the handling of different materials. Students will learn how to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Students will learn about the history of art, craft and design and architecture, including periods, styles and major movements from ancient times up to the present day.	Analysing and creating studies of the work of Frida Kahlo and Henri Rousseau. Portrait drawing - studying proportions of the face, facial features and contours. Self-portraits. Observational Drawing of botanical and jungle plants, animals and personal objects from primary and secondary resources.	Revisiting facial proportions and self portraits. Observational drawing of flora and fauna. Students gain an understanding of how to correctly draw the facial features into the face using the correct proportions and will gain an understanding of how to use tone to make a 2D form 3D.	Component 1: Identity projects: self portraiture. Observational drawings of personal objects. Unit 1 - Nature project: observational drawings and natural forms. Collage and Deborah Roberts. Students learn how a range of artists approach the theme of portraiture in their work.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.)	HW and CW assessed and levelled at PC. HW marked fortnightly. Progress through each stage of the project is monitored by the teacher (class and homework). An overall level is awarded to the final outcome at project end with reference to the quality of the development work throughout the project.
Autumn 2	Portraiture and Frida Kahlo	Frida Kahlo portrait painting. At the end of the project students will be able to respond to their own identities using portraiture as a means to communicate who they are through the use of symbols and images.	Creating a design from observational drawings - a self portrait with jungle background. Colour theory - studies and paint mixing. Painting in the style of Kahlo and Rousseau.	Composition skills and knowledge of formal elements. Refining key painting skills (colour theory and mixing, brush technique). Creation of tone. Students learn to create a self-portrait and explore how a range of artists approach the theme of portraiture in their work.	Component 1 - Nature Project: Key painting skills relevant to Nature final piece: abstracted painting for final piece.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.) Verbal feedback/intervention, individually and as a group within lessons is critical to improving student artwork as it progresses.	HW and CW assessed and levelled at third progress check. HW marked fortnightly. Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood PC1
Spring 1	Figure drawing into Nikki De Saint Phalle/Keith Haring sculpture.	Figure drawing into Nikki De Saint Phalle/Keith Haring sculpture. Students will learn how to draw the figure and start to create their design for a dynamic sculpture.	Designing a 3D model figure. LGBT Building a 3D model out of card, screwed up newsprint and gum strip. Understanding structure and good construction techniques. Studying Size, proportion and creating them in 3D. Evaluation. Extension: decorating figures with repeat pattern design	Revisiting skills in observational drawing. Creating shade tone and form in Drawing. LGBT.	Component 1 - Identity Project: Contemporary links to Pop Art. Observational drawing, spatial and formal awareness. Revisiting painting and colour theory.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.) Verbal feedback/intervention, individually and as a group within lessons is critical to improving student artwork as it progresses.	HW and CW assessed and levelled at third progress check. HW marked fortnightly. Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood.
Spring 2	Figure drawing into Nikki De Saint Phalle/Keith Haring sculpture.	Figure drawing into Nikki De Saint Phalle/Keith Haring sculpture. Students will learn how to draw the figure and start to create their design for a dynamic sculpture.	Designing a 3D model figure. LGBT Building a 3D model out of card, newsprint and gum strip. Understanding structure and good construction techniques. Studying Size, proportion and creating them in 3D. Evaluation. Extension: decorating figures with repeat pattern design	Students will be inspired by artists who use pattern, shape and form in their work and will learn how to translate their 2D designs into sculptural forms. LGBT. Proportions of the body. Students learn proficiency in the handling of different materials.	Component 1: Sculpture technique, proportions and materials. Students will revisit painting and will become familiar with acrylic painting techniques and will learn how to collaborate and work as a team to create their sculptures.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet). Continual verbal feedback.	HW and CW assessed and levelled at second progress check. HW marked fortnightly PC2
Summer 1	James Brown and Printmaking	James Brown and Print students will learn about text, looking at how to use dynamic font design to create an exciting reduction print responding to the work of James Brown, printmaker.	Researching and analysing Text in Art. Typography/Design-Identity. Observational drawing from primary and secondary resources - personal phrases/song lyrics	Collage and Barbara Kruger. Using text creatively. Drawing from observation. Jasper Johns and overlapping letters. Skill in producing designs that demonstrate success in layout, and registered accurate font.	Unit 1 - Nature Project: Understanding of cultural contexts. Observational drawings of natural forms.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet). Continual verbal feedback	Progress through each stage of the project is monitored by the teacher (class and homework). An overall level is awarded to the final outcome in print at project end with reference to the quality of the development work throughout the project. Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood.
Summer 2	James Brown and Print	James Brown and Print students will learn about text, looking at how to use dynamic font design to create an exciting reduction print responding to the work of James Brown, printmaker.	Translating studies into designs. Transferring designs by etching on to a polyblock to print with. Printing design to make a 3 colour print.	Polyblock Printing. Repeat patternin background. Circus posters.	Component 1 -identity Project: Understanding of cultural contexts. How text is used in Art. Students continue to use a range of techniques and processes to record their observations, which will be assessed throughout the curriculum at increasingly advanced levels and with new content. Students will increase their proficiency in the handling of different materials and will learn to evaluate their work and the work of others.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet). Continual verbal feedback.	HW and CW assessed and levelled at PC. HW marked fortnightly. Progress through each stage of the project is monitored by the teacher (class and homework). An overall level is awarded to the final outcome at project end with reference to the quality of the development work throughout the project PC3