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| *What will they be learning, why and in what order?* | | | | | |
| **Year 8** | **Term 1**  **Project 1: The Art of Sierra Leone**  **Project 2: Abstract portraiture** | **Term 2**  **Project 1: The Art of Ancient Egypt**  **Project 2: Surface pattern: Nature** | | | **Term 3**  **Project 1: Under the Sea**  **Project 2: Steam punk** |
| **Bridge/ Foundation knowledge required** |  |  | | |  |
| **Key Learning Experience / Skills** | **The Art of Sierra Leone:**  Explore the Art of Sienna Leone, using information and artefacts gathered from my trip there through the British Council. We will discuss differences in culture, education and opportunity using my images and personal experience.  Students will enhance their understanding of colour, pattern and shape by studying original fabrics and creating their own designs  Explore the press print process  They will demonstrate safe practice in the art room by following health and safety rules (use of Stanley knives, craft knives and glue guns)  Use visual language to evaluate their own work and learn key terminology  Learn and understanding the meaning and traditions behind mask making  **Abstract Portraiture:**  Exploring the Human face and emotional expression.  Students will study facial proportions and learn how to draw these (own face/ chosen celebrity)  Explore and critically analyse the work of Picasso, Delaunay and Kandinsky  Create imaginative outcomes inspired by the work of chosen artist  Learn and apply acrylic painting methods  Enhance colour theory skills; colour and emotion | **The Art of Ancient Egypt:**  Explore The Art of Ancient Egypt through videos, books, text, and imagery. Students will learn key terminology looking at cultural artefacts, ceremonies and traditions  They will study symbols; hieroglyphics creating their own name, developing into a 3D outcome using relief and cardboard construction techniques.  Use secondary sources to inform their creative responses, explore Jewellery design, headdress design and create a diorama of inside a tomb.  Develop their practical making skills  They will demonstrate safe practice in the art room by following health and safety rules (use of Stanley knives, craft knives. glue guns, paper mache )  Students will use visual language to evaluate their own creative outcomes  **Surface pattern: Nature**  Explore natural surface patterns using primary and secondary sources, explore the work of current Illustrators and designers, understanding the design process from initial drawings and ideas to creating wallpaper and soft furnishings etc.  Students will explore tessellation and repeat pattern, creating imaginative outcomes  Use photography to record  Learn how to manipulate images using photoshop  Develop application of media and learn other printing methods; such as lino printing and etching  Explore the work of Jessica Wilde, Megan Carter,and Heidi Vilkman  Enhance knowledge and understanding of the visual elements (colour, shape, pattern)  Develop observational drawing skills | | | **Under the sea:**  Exploring the impacts of pollution on marine life, creating imaginative outcomes using found plastics  Understand the impacts of pollution on Marine life and become more responsible citizens  Apply and extend knowledge of texture using collage, mixed media and textiles techniques. Such as layering, printing, weaving, free machine stitch and using the heat press.  Explore environmental art and site-specific installation; researching the work of Judith and Richard Lang as well as Mandy Barker  **Steam punk**  Exploring man-made/mechanical objects in combination with natural forms.  Students will develop their observational drawing skills working from primary and secondary sources  Students will develop and enhance their knowledge of tone and mark –making techniques,  Conduct research into the movement exploring mechanical objects and the Victorian era  Create imaginative outcomes, inspired by own research.  Develop mixed media and collage skills |
| **Assessment**  How will you assess the impact of teaching? | Use of chatterbox for recall  Mid -term assessment criteria  Use of visual language in their analysis and critical analysis of artists' work  Own compositions/ work created in response to the artefacts and artists studied  Application of media, techniques, printing processes | Use of chatter box for recall  Mid-term assessment criteria  Use of visual language in questioning and written feedback/evaluation | | | Use of chatterbox for recall Mid-term assessment criteria Skill demonstrated in creative outcomes Use of visual language |
| **CIAG Links** | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules  Explore the job role of an archaeologist  Explore job roles of an Illustrator and designer (surface pattern designer) | | | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules  Explore the job role of a Marine conservationist |
| **British Values** | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely | | | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely |
| **Cross Curricular Link Numeracy** | Exploring 2D shapes and patterns  Measuring, angles, colour wheel | | **Cross Curricular Link- Literacy** | Key vocabulary on the board for each learning stage  Written and verbal communication  Use of key vocabulary encouraged during written and verbal feedback with self and peers | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |