



Subject: Art

Lead Teacher: Miss J Walker

Year: 8

## Curriculum organisation

Students are taught in mixed groups of 20 for one hour per week. They are not grouped by ability.

## Overview of Topics &amp; Key Information

## How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	Understanding surface pattern.  Students will explore diverse working practices, cultures and movements and study the work of others to create their own surface pattern designs using a range of dry media.	<ul style="list-style-type: none"> <li>• How do artists take inspiration from their environment?</li> <li>• What can surface pattern design be used for?</li> <li>• What making processes and media can be used to create surface patterns?</li> </ul>	<ul style="list-style-type: none"> <li>• A pattern-based artist who creates artwork inspired by the folklore and nature of the north.</li> <li>• Students will be exploring design, colour, pattern and shape.</li> <li>• Students will use dry media: coloured pencils, pens, markers.</li> <li>• Artist focus- Sanna Annukka.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording from observation, experience and memory.</li> <li>• Analysis and evaluation of artists.</li> <li>• Low-relief skills</li> <li>• Principles of repeated pattern design.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Practical activities</li> <li>• Problem-solving tasks</li> <li>• Watching short video clips</li> <li>• Research tasks</li> <li>• Individual focus Practical Tasks and activities (building blocks)</li> </ul>
Spring Term	Expressionism  Students will learn the importance of symbols and colours in German Expressionist art for portraying spirituality and raising awareness of endangered species through observation, painting and digital based processes.	<ul style="list-style-type: none"> <li>• What is expressionism?</li> <li>• How do artists use art to portray emotion and raise awareness?</li> <li>• How can colour impact and portray mood and emotion?</li> </ul>	<ul style="list-style-type: none"> <li>• Animal art and incorporates learning regarding endangered species.</li> <li>• Tints and shades and blending and application with paint.</li> <li>• Watercolour techniques.</li> <li>• Cross curricular links with WW1 through his art work.</li> <li>• Artist focus- Franz Marc.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and recording observations and ideas from primary and secondary sources.</li> <li>• Observational drawings.</li> <li>• Developing painting skills to create tints and shades.</li> <li>• Blending techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation and Research activities.</li> <li>• Demonstration activities</li> </ul>
Summer Term	Still Life  Students will be introduced to photorealistic painting and develop their existing skills to create their own still life pieces of art.	<ul style="list-style-type: none"> <li>• What is still life?</li> <li>• How can art represent identity and individuality?</li> <li>• Why is composition and mood important when making creative decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn about Vanitas and how still life has changed through time.</li> <li>• Audrey Flack and symbolism within her work.</li> <li>• For a final piece, students will produce their own still life showing items which symbolise their own personalities.</li> <li>• Artist focus – Audrey Flack.</li> </ul>	<ul style="list-style-type: none"> <li>• Grid drawing</li> <li>• Photorealistic skills</li> <li>• Photography</li> </ul>	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• A range of graded pencils</li> <li>• Coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge focus)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self-assessment</li> <li>• Key homework tasks will be graded using the NGHS Marking &amp; Feedback Policy (often research or project based)</li> <li>• Retrieval practice activities</li> <li>• Final outcomes assessment with targets for development.</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• In-class extension tasks that are appropriate to activity and thought provoking for early finishers that progress more quickly than peers.</li> <li>• Coaching opportunities during lesson. These often lead to ambassadors for the subject in later years.</li> <li>• Art Club run by older students and teachers.</li> <li>• Externally set competitions and projects.</li> <li>• Competitions set by school staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• Support with practical homework activities and organisation.</li> <li>• Visiting galleries</li> </ul>

Inclusion	Inclusion within Year 8
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with Autism may require to work on small sections of pieces, to avoid being overwhelmed with a whole piece of art- this is supported and facilitated by teaching staff.</li> <li>• Students are supported practically by the teacher or a TA if a student requires this. E.g. – with printmaking or ceramics.</li> <li>• Equipment is adapted wherever necessary to accommodate the needs of students with SEND.</li> <li>• Where necessary students are given frequent one to one tutorials and demonstrations to revisit previous techniques and processes taught to support their understanding.</li> </ul>

**If you have any questions about this Learning Overview, please contact the named Teacher above.**