**Curriculum Map Y8 ART 2022/23**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | |
|  | **Term 1a** | **Term 1b** | **Term 2a** | **Term 2b** | **Term 3a** | **Term 3b** |
| **Dates** | 1st September – 21st October | 31st October – 21st December | 9th January –10th February | 20th February – 31st March | 17th April – 26th May | 5th June – 19th July |
| **Weeks** | 8 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 weeks |
| **Assessment** |  | | AP1:Y7-10 and 12. W/B Jan 16th, 16 weeks in (2 lesson assessment) | | AP2:Y7-9 Begins Fri Jun 9th, 16 weeks from AP1. (2 lesson assessment) | |
| **Lessons** | 8 Lessons | 8 Lessons | 5 Lessons | 6 Lessons | 6 Lessons | 7 Lessons |
| **Inset** | 1S September, 2nd September 22nd December (School Closed) | | 4th, 5th & 6th January | | 1st May (Bank Holiday) 8th May Bank Holiday | |
| **Unit Title** | **ART: looking at Culture ‘Native America’**  **Key material focus: Drawing, Painting, Colour, Mixed media, Card and string relief, Print, Frottage, Ceramics** | | | | | |
| **Sequence** | * Observational drawing task:’ Feathers’ (2 lessons)   **CULTURE. Term 1**   * Artist research in sketchbook timeline * Culture development and techniques page | | **CULTURE Term 2**   * Development of techniques * AP1 task : Native America * Completion of outcome * Artist research in sketchbook timeline; * Native America development and techniques   **Block 2b: Drawing techniques and development**  Skill sets: line, tone, shape, form, pattern, texture, mark-making, colour (mixing, blending etc.).  Observational drawings of leaves, shells and/or natural form objects.  Varied materials, processes and techniques to explore.  Development of drawings/paintings and ideas.  Composition, layout and presentation | | **CULTURE Term 3**   * Native America: artists techniques development and techniques * Personal response- producing an outcome. * AP2 task – Culture 3b | |
| **Key Building Blocks** | **Y8 observational drawing 2 lessons**  Review drawing skill set on return. Key art skills (line shape, form tone) will provide staff with an accurate picture of each students’ knowledge and understanding.  **Block 1: Culture research**  Research of x3 art techniques within the Native American culture (wood carving, ceramics, textiles).  Sketchbook work: exploring composition, layout, design and presentation  Understanding of artist timeline and where traditional and contemporary Native American art sits,  Annotation of research and personal thoughts using appropriate language  Recording of ideas relevant to the theme.  **Block 1: Native American culture development**  Exploration and experiment with drawing in varied materials and processes.  Composition, layout and presentation.  Development of ideas following artist research.  Skill sets: line, tone, shape, form, pattern, texture, mark-making, colour mixing, blending.  Observational drawing  Varied materials, processes and techniques to explore.  Development techniques  Composition, layout and presentation | | **Block 2: Drawing techniques and development**  Exploration and experiment with drawing in varied materials and processes.  Composition, layout and presentation.  Development of ideas following artist research.  Skill sets: line, tone, shape, form, pattern, and texture, and mark-making, colour (mixing, blending etc.).  Observational drawing  Varied materials, processes and techniques to explore.  Development techniques  Composition, layout and presentation  **AP1: 2 lessons**  **Written and practical task**  An assessment of the skill set taught in term 1 This will assess theory as well as art key skills: drawing, composition, layout and presentation, use of materials and processes relating to the theme and a personal response.  **Final outcome completion**  Refine work as it progresses  Development of materials  Personal response to the project  **Block 3: Personal response**  Skill sets to be covered: drawing, painting, 3D construction (ceramics) and relief. Photography will be encouraged throughout the year.  Construction 1 or more final outcome, using the theme ‘Native America’ as well as linking to the artist’s work.  Evaluation. | | **Block 3: Personal response**  Skill sets to be covered: drawing, painting, 3D construction (ceramics) and relief. Photography will be encouraged throughout the year.  Construction 1 or more final outcome, using the theme ‘Native America’ as well as linking to the artist’s work.  Evaluation.  **AP2: 2 lessons**  A written assessment accompanied by a holistic grade of practical and sketchbook to date. Looking at Research, development and the skill set taught in throughout the year. This will assess art key skills:  drawing, composition, layout and presentation, use of materials and processes relating to the theme,  and a personal response.  **Block 3 Artist research**  Research of x3 artist’s work (traditional and contemporary native American painters.).  Sketchbook work: exploring composition, layout, design and presentation, 3D construction (ceramics) and relief  Understanding of artist timeline.  Annotation of research and personal thoughts using visual language  Recording of ideas relevant to the theme.  **Final outcome completion (mini painting)**  Refine work as it progresses  Development of materials  Personal response to the project | |
| **Retrieval Practices** | Interleaved themes:   * Recording ideas, thoughts and opinions through research * Developing the use of art materials and processes | | Interleaved themes:   * Recording ideas, thoughts and opinions through research * Developing the use of art materials and processes * Constructing a personal response through the ideas and development made. | | Interleaved themes:   * Developing the use of art materials and processes * Analysing, developing and modifying work as it progresses * Constructing a personal response through the ideas and development made. | |
| **Key Skills** | Observational drawing  Analysis of work and annotation  Artist research  Developing work in a style appropriate to the theme  Exploring drawing, paint, mixed media, collage.  Discussing and writing about art: what, why, how, the quality of the artwork and what students have learnt from the artwork. | | Analysis of work and annotation  Artist research  Discussing and writing about art: what, why, how, quality, learning.  Observational drawing  Developing skills in varied materials and processes.  Creating ideas through the development of drawing  Exploring drawing, painting, card relief, print mixed media, ceramics and more. | | Observational drawing  Analysis of work- what you are doing and why  Creating work in similar styles style of the artist/culture/art movement  Developing skills in varied materials and processes.  Creating ideas through the development of drawing  Evaluating work - what, why, how, quality, learning.  Developing a final idea and producing a final outcome on a larger scale. | |
| **Literacy** | Written & Oral communication  Paragraph structure  Vocab development  Reading articles: X 1 per term (2 per block). See departmental reading document. | | Written & Oral communication  Paragraph structure  Vocab development  Reading articles: X 1 per term (2 per block). See departmental reading document. | | Oral communication  Vocab development  Reading articles: X 1 per term (2 per block). See departmental reading document. | |
| **Numeracy** | Proportions through drawing  Space, shape and line.  Measurement: use of a ruler and composition. | | Enlargement from initial drawings  Ratios: with colour mixing  Repeat pattern | | Proportions through drawing  Space, shape and line.  Repeat pattern | |
| **Formative Assessment** | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback  Whole class feedback | | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback – written for AP1  Whole class feedback | | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback – written for AP2  Whole class feedback | |
| **Summative Assessment** |  | | AP1 Practical and written assessment 60/40 | | AP2 Holistic practical and written assessment 70/30 | |
| **Social** | As students look at culture in Year 8, the investigation of ethical issues becomes more explicit. Students look at artwork from a different culture and can discuss with teachers and peers the ethical issues behind the work produced (mainly men who produce artwork/art depicted etc.) | | | | | |
| **Moral** | Exploring the impact of belief systems on artwork in other cultures. Study of another culture and the similarities and difference to our own. | | | | | |
| **Spiritual** | Year 8 offers a unique combined cultural and artistic opportunity to explore a culture through its artwork. Year 8 are given direction to research artists and craftspeople that produce artwork. | | | | | |
| **Cultural** | Tolerances and respect for others – As part of looking at another culture we can learn more about that and develop tolerance for others. | | | | | |
| **British Values** | Mutual Respect – students will show an appreciation and respect for different cultures by studying the theme of culture and Native America. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | | | | | |
| **Gatsby Benchmark 4 Linking curriculum to careers** | Understanding that artists do not simply live and work in the modern world and in the same culture in which we live in. Understanding that different roles for people in different cultures showcase their cultural beliefs and needs. | | | | | |