KS 3 Year 8 Curriculum Overview POS

Subject; Art LT; Tammy Moghal

Number of lessons a fortnight; 1 double

When	Title of topic/enquiry and key content covered	Links to National Curriculum -3- Range and content		Summative Assessment	Skills including- FHS skills
Autumn term year 8	**Natural forms** **Explore formal elements of tone, colour, texture, form** **Explore work of 3-D ceramics artist designers who are inspired by Natural Forms** **Kate Malone and Francis Doherty. Andy Rogers**	**Will work in, and across, the areas of fine art, craft and design, including both applied and fine art and elements of DT curriculum** **Study of a range of artefacts from contemporary, historical, personal**		Pupils will undergo a range of assessment: • Continual formative feedback from teacher. • Peer and self • GPOP • assessment • Summative grading of each finished outcome	Organise information Use memory Practice Be creative Plan Research and explore participate

	Focus on Form and colour shape and texture and materials oil pastels and colour pencils **Pupils design and create own clay pot inspired by above artist and observational drawings** **Health and safety implications of using clay**	**and cultural contexts**Pupils will research, design and make a clay pot inspired and influenced by a variety of **natural forms**and **ceramic artists** Pupils will explore the sculptural forms/of the ceramic work Kate Malone or Francis Doherty, Alice Ballard and Andy Rogers Pupils will research Ancient Greek/ Chinese Vessels to gain an understanding of Ceramic work in an Historical context. Pupils will be introduced to oil pastels and colour pencils and be taught to blend colours together to create	• Assessment system with Mastered / Advanced / Secure / Developing/ Emerging	

		Form, **Tone and Shape**. Pupils will look at Maths: **symmetry** and **proportion** and **Scale** to create drawing of **Kate Malone** pots. **Understanding of art, craft and design processes, associated equipment and safe working practices** Pupils will create a design sheet with 2 designs for their own Clay vessels and pots inspired by Natural forms artists. How can **shape and form be influenced by Nature**? How can natural forms **inspire** the **shape** and form? How can **texture** effect the **design**?		

		What patterns, shapes, and line can inspire you to Create applied or **scored** decoration? Pupils will write and explain ideas through **annotations** used subject specific er 2 and 3 keywords Make a thumb pot, **applied relief** and **incise** decoration inspired by relevant research. Pupils will learn how to make a **thumb pot, apply relief and incise decoration.** Pupils will make **clay pinch** or **coil pots** and then **apply** and **incise** decoration Pupils will learn about the health and safety		

		implications of using clay. Pupils will paint pots once they have been **fired** in the **Kiln** **Rationale for sequence** **This POL develops skills and introduces pupils to artists and cultures. Pupils develop drawing skills and experiment and with new skills using different media. Pupils develop creativity and explore ideas taking inspiration from a number of cultures and artists. Pupils create personal design sheets. They create the designs from 2D to 3D relief.**		

Spring term 2nd Half year 8	**Architecture**	**Work in, and across, the areas of fine art, craft and design, including both applied and fine art practices** **study of a range of artefacts from contemporary, Historical, personal and cultural contexts** **Study of a range of artefacts from contemporary, historical, personal and cultural contexts.** Pupils will research and explore Architectural buildings from around the world. Pupils will create drawings of Architectural building show an understanding	Pupils will undergo a range of assessment: • Continual formative GPOP • feedback from teacher. • Peer and self-assessment • Summative grading of each finished outcome • Mastered / Advanced / Secure / Developing/ Emerging • Visual exemplar	

		exploring the Mathematical proportion, scale. How does Architecture effect and reflect a Culture and Religion and Identity? How can architecture effect the environment? Pupils will look at iconic British Architecture from Gothic Cathedrals to contemporary landmarks in London EG: The London Shard and the Gurkin and Taj Mal. **Understanding of art, craft and design processes, associated equipment and safe working practices**		

		Pupils will explore the contrast between artists and architecture. They will look at Architectures relationship with nature – Hundertwasser. Pupils will Explore the quirky shapes and proportions of the buildings the geometric and organic shapes and pattern and colour of the buildings. Pupils will contrast this with Cheism overlapping famous buildings with colour and line.		
Summer term year 8		**Work in, and across, the areas of fine art,**	Pupils will undergo a range of assessment:	Organise information

	Designing print motif learning pattern repeat sequences Textile felt Motif and relief design Poly block printing of architectural motif to explore pattern shape and design	**craft and design, including both applied and fine art practices** Design a composition inspired by architecture and the artist Cheism – line, shape, colour using cross hatching to create a 3D form Pupils will design a Mono print inspired by different architectural shapes and lines and forms and positive and negative space Pupils will be introduced to lino/ poly printing Pupils learn a range of repeat pattern prints using colour, challenge blending colour - harmonious and complementary colours to repeated	• Continual formative feedback from teacher. • Peer and self assessment • GPOP • Summative grading of each finished outcome • Assessment system with Mastered / Advanced / Secure / Developing/ Emerging • Visual exemplar	Use memory Practice Be creative Plan Research and explore participate

		pattern prints of architecture **understanding of art, craft and design processes, associated equipment and safe working practices** pupils will understand health and safety implication of using Block poly board printing ink and methods **Rationale for sequence** **This project builds of pupils knowledge from year 7 with painting and printing. Pupils Create drawings of Architecture and then developing drawing skills and**		

		develop them into water colour paintings and prints. **Pupils build on colour theory learnt in year 7. Pupils then explore the theme of architecture in greater depth by developing mono and poly block prints inspired by architectural shapes.**		