

## Year 8 Art & Design Curriculum Summary

Term	Unit / title	Threshold concepts / core knowledge / links to previous and future learning	Formative (interim) assessment / homework	Formal assessment
1	Early Picasso, Blue Period	<p><b>Threshold concepts:</b> Art should engage head, hands, heart. Art allows you to play with materials, ideas and failure. Art has its own vocabulary shaped across time and space</p> <p><b>Core knowledge:</b> The child genius explored and how colour can change mood for the viewer. Drawing with realism, how to describe form in two dimensions. Using pencil, chalk, charcoal and oil pastels.</p> <p><b>Links:</b> <b>Previous:</b> Renaissance, Impressionism and Futurism. Formal elements of creation. <b>Future:</b> Term 1 Year 9 'I am a Genius'</p>	<p>Homework is set every Half Term via Google Classroom. Students are to create a knowledge organiser for a topic that links to their classwork – title provided by the teacher. This task will help build schema and secure classroom learning as well as build vocabulary and design skills. <i>A record of participation and standard of work is just inside the front cover of the sketchbook.</i></p>	<p>Student sketchbooks are the focus of each assessment. Individual work is assessed against 5 separate criteria, presentation, shape and space, tone, finesse and visual language. It is their handling of these formal elements, execution and theory that dictate their score.</p>
2	Neoclassicism, Primitivism	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> Cultural appropriation, what is taking inspiration and what is the stealing. Is all art a melting pot of</p>	As Above	As Above

		<p>cultures?</p> <p>Identify characteristics and compositional methodologies present in Neoclassicism and Picasso's Primitive period.</p> <p>Develop brush and ink work and use oil pastel and wash to explore the use of resist. Tackle human form in drawing and how to describe convincing proportions.</p> <p><b>Links:</b>  <b>Previous:</b> African masks, Ancient Greek, Renaissance. Formal elements of creation.  <b>Future:</b> Term 3 Year 9 'Lovely, Lovely' Beauty and art.</p>		
3	<b>Cubism</b>	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> What was the trigger for this new art movement. How did Picasso collaborate and why did the partnership end. What is analytical cubism and how does it differ from synthetic. What is the difference between realism, abstract and semi-abstract art.</p> <p>Composing pictorial space in a new way, creating semi-abstract pieces. Developing collage skills, acrylic painting and designing complex compositions.</p> <p><b>Links:</b>  <b>Previous:</b> Impressionism, Futurism. Formal elements of creation.</p>	As Above	As Above

		<b>Future:</b> Term 2 Year 9 'Shock, Horror'		
4	<b>Surrealism, Symbolism</b>	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> What is automatism? What is Surrealism? Why was Picasso not fully involved in the movement? What event happened in northern Spain in 1937 that led to the creation of Picasso's largest painting and why did this painting have to be kept behind bulletproof glass?</p> <p>Fluid drawing, abstracting to a pure shape. Using negative space to add impact. How to apply a wash of colour. How to improve your brush control.</p> <p>Working together to create a large scale collaboration. Decision making regarding colour and communication.</p> <p><b>Links:</b> <b>Previous:</b> Byzantine, Futurism. <b>Future:</b> Term 6 Year 9 'The Shock of the Now'</p>	As Above	As Above
5	<b>Symbolism</b>	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> Can art have a universal international impact?</p> <p>Working together to create a large scale collaboration. Decision making regarding colour and communication.</p>	As Above	As Above

		<p>Spreading art outside of the classroom and using it as a way to make people curious.</p> <p><b>Links:</b>  <b>Previous:</b> Byzantine, Futurism.  <b>Future:</b> Term 6 Year 9 'The Shock of the Now'</p>		
6	<b>Ceramics</b>	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> Do the same rules apply to sculpture as painting? Why did Picasso create a huge body of ceramics?</p> <p>Sgraffito drawing taught. Modelling clay to create a stable inventive form. How firing clay changes the structure. Using sgraffito on a clay surface and designing a tactile joyful piece of ceramics.</p> <p><b>Links:</b>  <b>Previous:</b> Ancient Greece, African Masks, and Surrealism.  <b>Future:</b> Term 4 Year 9 'Nothing Matters'</p>	As Above	As Above