



Year 8 Art curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Portraiture (focus on Julian Opie) Students will learn how to draw individual features with pencil. They will study the styles of Julian Opie and Luke Dixon in order to develop their own skills.		Textiles (focus on Elaine Carlton) Students will focus on stencilling, repeating and tie-dyeing patterns.		Photography (focus on Michelle Robb) and STEAM This term will allow students to become familiar with photoshop, using Michelle Robb as inspiration for their work. They will also look at editing and manipulating photographs.	
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	Students know and understand how to: <ul style="list-style-type: none"> • Compare and contrast different type of portraiture • Complete informative research on various artists - namely Justin Opie • Identify key features of digital animation abstract art and realistic art • To colour mix effectively in order to create correct tones • Investigate tie dyeing technique using, cotton, elastic bands and dyes • Independently draw one image for a repeat pattern tile • Identify the key materials used in Elaine Carlton's work • Produce high quality, effective collages • Understand how to produce a high quality polyblock print • Research, describe and analyse the work of Michelle Robb • Learn and gather facts about different types of typography • Use Photoshop to edit images using filters, adjustments and thresholds. 					



Skills	<p>R <i>Develop</i> RESILIENCE</p>	<ul style="list-style-type: none"> ★ <i>Students are likely to struggle with the dimensions of portraiture but the guidance and resources allow students to keep attempting and improving their work</i> ★ <i>When working with textiles, students can deal with the setbacks and challenges of using new materials in order to build creativity and solve problems</i>
	<p>A <i>Possess</i> AMBITION</p>	<ul style="list-style-type: none"> ★ <i>Working in new areas of art allows students to push themselves beyond what they thought they were capable of. Many students will discover talents in the fields of portraiture, textiles or photography which will allow them to be more ambitious in what they want to achieve long-term.</i>
	<p>I <i>Demonstrate</i> INTEGRITY</p>	<ul style="list-style-type: none"> ★ <i>When given more independent opportunities to create their art, students should allow themselves to explore the fact that their artistic vision comes from their own thoughts and experiences.</i>
	<p>S <i>Embed</i> Self-Discovery</p>	<ul style="list-style-type: none"> ★ <i>When completing self portraits, students can use this as a time to consider their own appearance but also what it conceals within them as individuals</i> ★ <i>By approaching two predominantly new areas of textiles and photography, students will be given the opportunity to identify new areas of art that interest and inspire them.</i>
	<p>E <i>Display</i> EMPATHY</p>	<ul style="list-style-type: none"> ★ <i>By learning about different artists and creatives, students can discover empathy for others in a way that allows them to understand how people are motivated and inspired.</i>



<p>Curriculum Links</p>	<p>Many of the art skills learnt in year 7 are transferable to year 8, such as: the basic principles of art, symmetry and accurate observational drawings. Students should use maths skills to plot out the composition of their portraits to ensure realism. ICT skills are used to research artists and annotate their findings History is discussed when looking contextually at when artists created their work.</p>	<p>The skills from term one will support students due to their ability to research artists in terms of the key features and signature style. They will also have developed a keener sense of colour matching which they can apply to their textile designs. Students will also have completed collage work previously in art, DT and potentially other subjects.</p>	<p>Using skills from term two, students will develop confidence in analysing existing work by practitioners. They will be more familiar with various materials, as well as line, tone, texture, colour and composition. Students should also be able to apply their knowledge of mixed media when arranging work on Photoshop. Students should have some basic understanding of digital programs from their work in ICT and should apply this when using Photoshop.</p> <p>Students will be using STEAM skills when:</p> <ul style="list-style-type: none"> -Understanding how photography and technology are interlinked -Recognising that photography relies on both the camera and a computers in order to process and edit images -Discovering how the subject of photography can be the natural world, linking with areas of science
<p>Assessment</p>	<p>Students are expected to use techniques taught to complete a facial feature drawing. They will also be holistically assessed on the work completed this term.</p>	<p>Students will be tasked with effectively using watercolour paints to produce an appropriate background design. They will be asked to recall prior knowledge to produce a high quality polyblock printing block. They will also be holistically assessed on the work completed this term.</p>	<p>Students will be asked to edit an image using Photoshop. Specifically they must show evidence of cutting images, adding typography, duplicating images, adding a layer mask and utilising colour. They will also be holistically assessed on the work completed this term.</p>



Aspirations & Careers

- ★ Discussion of the various careers available within the artistic and creative field such as illustrator, graphic designer, art teacher, curator, art therapist, animator, product designer, photographer, interior designer.
- ★ Throughout all projects this year, students will research and study artists and designers
- ★ Students are encouraged to draw, paint and craft for pleasure outside of the classroom in order to nurture their skills
- ★ The use of photography is encouraged outside of the classroom, this may take the form of using their phones to capture images that interest or inspire them
- ★ Discussion around nature and the wider world in terms of mental health, students are told the benefits of using this as a muse for their artwork, especially when they are outside of school
- ★ Staff to prioritise students who show an interest in the subject in terms of whole school events, for example when photographs are taken for promotional material.