

Curriculum Map: Art & Design Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Surroundings - Insect		Identity - Portraits		Culture	
Content Declarative knowledge 'I Know'	Students will study a variety of insects and artists that use insects in their own work. They will continue to develop skills in recording, using a wide range of materials and techniques. They will continue to develop skills in presenting and verbalising their ideas and work.		Students will learn about a range of artists, designers and cultures connected to the theme of identity. They will reflect on their own identity. They will continue to develop skills in recording, using a wide range of materials and techniques. They will continue to develop skills in presenting and verbalising their ideas and work.		Students will learn about a range of artists, cultures and myths. They will continue to develop skills in recording, using a wide range of materials and techniques. They will begin to develop skills in presenting and verbalising their ideas and work.	
Skills Procedural Knowledge 'I know how to'	Research an artist or issue. Recording: drawing, use of line, tone and mark making. Observational skills focusing on scale and proportion. Handling of materials: pencil, coloured pencil, oil pastel, print making, collage, paint, and 3D materials. Communication of ideas both verbally and in writing using subject specific language. Creative thinking and imagination. Presentation.		Research an artist or culture. Reflect on their own identity. Recording: drawing, use of line, tone and mark making. Handling of materials: pencil, coloured pencil, oil pastel, paint, manipulating card and paper and 3D materials. Photoshop editing techniques to manipulate their image. Design and create a balanced composition. Communication of ideas both verbally and in writing using subject specific language. Creative thinking and imagination. Presentation.		Research an artist, culture or myth. Recording: drawing, use of line, tone and mark making. Surface exploration. Handling of materials: pencil, coloured pencil, oil pastel, paint, and 3D materials. Communication of ideas both verbally and in writing using subject specific language. Creative thinking and imagination. Presentation.	
Strategies Conditional Knowledge 'I know when to'	Use a variety of marks and line to record my ideas and observations. Apply my understanding of specific materials and techniques. Use subject specific language to describe my work and the work of others.		Use a variety of marks and line to record my ideas and observations. Apply my understanding of specific materials and techniques. Use subject specific language to describe my work and the work of others.		Use a variety of marks and line to record my ideas and observations. Apply my understanding of specific materials and techniques. Use subject specific language to describe my work and the work of others.	
Key Questions	How do I ensure my observational drawings are proportionally correct? How do I use tone and mark making to describe an object? How do I use a variety of materials to create a successful collagraph plate? How do I manipulate materials to create a 3D form? How do I create a balanced composition? How do I create a mixed media piece of work?		How do I manipulate materials to create a 3D form? How do I design and create a balanced composition? How do I relate my work to the work of other artists? How do I visually translate elements of my identity to include in my work? How do I successfully draw/recreate text in my work?		How do I use natural forms to inform my work? How do I plan and design a 3D outcome? How do I create texture and manipulate 3D forms? How do I create a balanced composition? How do I create a mixed media piece of work? How do I relate my work to the work of other artists and cultures?	
Assessment topics	Insect drawing. End of project assessment.		Sweet wrapper drawing. End of project assessment.		Drawing of a mask or seedpod. End of project assessment.	

<p>Cross curricular links/Character Education</p>	<p>Entomology. Evaluating their own work and that of others. Confidence in risk taking. Verbalising their ideas.</p>	<p>SMSC. Evaluating their own work and that of others. Confidence in risk taking. Verbalising their ideas. Promoting mutual respect and tolerance.</p>	<p>Trip to Pitt Rivers Museum – links with R.E alternative religions. Evaluating their own work and that of others. Confidence in risk taking. Verbalising their ideas. Promoting mutual respect and tolerance.</p>
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