| **Year 8 Curriculum Overview [2023-2024]**  **Art - Festivals** | | | | | |
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| **Term** | **Knowledge & Understanding** | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Formal Retrieval**  **[if any]** |
| **Autumn Term HT1** | Key Skills - Illustration / Mark Making  'Crowded / festival Scenes' in the style of L.S Lowry *(1887-1976)* using pencil and oil pastels.  Each composite - 15% x5 =75% **(25%) – Summative Assessment** | Do now retrievals on factual information.  Knowledge developed of 'Crowded / festival Scenes'art elements surrounding the artist L.S. Lowry.  Tonal theory both grayscale and colour, through activities and observations.  Proportion and scale, through activities and observations.  Perspective accuracy within artwork, through activities and observations.  Producing a final piece inspired  by L.S. Lowry, using Oil Pastels. | Structured writing when performing written elements.  Key vocabulary linking to activities.  Including art terminology and applying them into written elements of lessons.  Discussions surrounding artwork and techniques involved.  Peer and self reflections. | Participate in discussions relating to the theme and the work of artists, designers and craftspeople.  Learning about the work of practising artists. | Written and verbal feedback surrounding work that links to the success criteria.  One to one verbal feedback on how to improve work to achieve better marks.  Assessment on each composite and a final outcome for the project. |
| **Autumn Term  HT2** |
| **Spring Term HT3** | Key Skills - Print / Layers  'Mexican Folk Art / Day of the Dead' in the style of José Guadalupe Posada *(1852-1913)* Foam / Lino and inks.  Each composite - 15% x5 =75% **(25%) – Summative Assessment** | Do now retrievals on factual information.  Knowledge developed of *‘*'Mexican Folk Art / Day of the Dead' art elements surrounding the artist José Guadalupe Posada.  Develop knowledge surrounding the processes of print.  Formatting and layering colour, through activities and observations.  Applying colour theory to print, through activities and observations.  Print observations using foam.  Carving and printing techniques using lino.  Producing a final piece inspired  by Mexican Folk Art / Day of the Dead using Print materials. | Structured writing when performing written elements.  Key vocabulary linking to activities.  Including art terminology and applying them into written elements of lessons.  Discussions surrounding artwork and techniques involved.  Peer and self reflections. | Participate in discussions relating to the theme and the work of artists, designers and craftspeople.  Learning about the work of practising artists. | Written and verbal feedback surrounding work that links to the success criteria.  One to one verbal feedback on how to improve work to achieve better marks.  Assessment on each composite and a final outcome for the project. |
| **Spring Term HT4** |
| **Summer Term  HT 5** | Key Skills - 3D / Sculpture  ‘Tribal African Animal Masks'. Using Cardboard / foil / Plaster and Paint.  Each composite - 15% x5 =75% **(25%) – Summative Assessment** | Do now retrievals on factual information.  Knowledge developed of ‘Tribal African Animal Masks'art elements it.  Applying colour theory to sculpture, through activities and observations.  Proportion and scale when sculpting, through activities and observations.  Exploring Form within artwork, through activities and observations.  Textures within artwork, through activities and observations.  Producing a final piece inspired  by Tribal African Animal Masks. | Structured writing when performing written elements.  Key vocabulary linking to activities.  Including art terminology and applying them into written elements of lessons.  Discussions surrounding artwork and techniques involved.  Peer and self reflections. | Participate in discussions relating to the theme and the work of artists, designers and craftspeople.  Learning about the work of practising artists. | Written and verbal feedback surrounding work that links to the success criteria.  One to one verbal feedback on how to improve work to achieve better marks.  Assessment on each composite and a final outcome for the project. |
| **Summer Term  HT6** |