

TOPIC TITLE	TOPIC OVERVIEW	KNOWLEDGE & SKILLS	ASSESSMENT	WIDER LINKS
<p>Year 8 Module 1: Drawing: Mastering</p>	<p>In this topic students will explore:</p> <ul style="list-style-type: none"> How to use step by step techniques to accurately draw the facial features How to use formal elements with mastered control How to develop an ability to use a wide range of tone to create a sense of realism and 3D form. <p>Key questions:</p> <p>How do I draw the facial features?</p> <p>How can I successfully plan out the proportions of a face?</p> <p>How can I record the finer detail of the face?</p>	<p>Key Knowledge-</p> <p>Critical understanding – Portrait artists Observation-Secondary Evaluative and analytical skills Technical skills:</p> <ul style="list-style-type: none"> How to apply a wide range of tone How to draw the proportions of the face How to record complex shapes How to record finer detail How to create a sense of realism <p>Key words:</p> <ul style="list-style-type: none"> Tone Texture Proportion Hyperrealism Portrait Detail Contemporary 	<p>Assessment 1 – Method: Peer-assessed Focus: Drawing of a mouth Criteria:</p> <ul style="list-style-type: none"> Shape Line Tone Detail Texture <p>Assessment 2- Method: Teacher-assessed Focus: Celebrity Portrait drawing Criteria:</p> <ul style="list-style-type: none"> Shape Line Proportion Detail Texture Tone Realism 	<p>Numeracy: Shapes, proportion, scale, symmetry, measurement.</p> <p>Literacy: Focus on SPAG(V), analytical, critical and evaluative writing skills and keywords</p>
<p>Year 8 Module 2: Collage, Painting and Cubism</p>	<p>In this topic students will explore:</p> <ul style="list-style-type: none"> Effective collage techniques and the work of Dean Crouser The Cubist movement and the work of Pablo Picasso How to apply paint with mastered control <p>Key questions:</p> <p>How can I apply collage to create hidden meaning?</p> <p>Who were the Cubists and what were the key aspects of this movement?</p> <p>How can I apply paint like Picasso?</p>	<p>Key Knowledge-</p> <p>Critical understanding – Cubism and Picasso Observation-Secondary Evaluative and analytical skills Technical skills:</p> <ul style="list-style-type: none"> Control over media and materials Refined use of the brush and painting techniques Capturing finer details <p>Key words:</p> <p>Collage Cubism Abstraction Expression Brush stokes Refinement Art Movement</p>	<p>Assessment 1 – Method: Peer-assessed Focus: Eye collage Criteria:</p> <ul style="list-style-type: none"> Technique and control Pattern Creativity <p>Assessment 2- Method: Teacher-assessed Focus: Picasso Painting Criteria:</p> <ul style="list-style-type: none"> Outline and shape Brush control Accuracy of colour mixing Range of hues Detail 	<p>Literacy: Focus on SPAG(V), analytical, critical and evaluative writing skills and keywords</p> <p>Media studies: Use of found media and media in magazines to communicate an idea/construct an image</p> <p>Geography: Looking at where art originated from, exploring Art and culture links</p> <p>History: Students learn where Cubism fits into the historical timeline and the contextual influences which led to the success of this movement</p>

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<p>Year 8 Module 3: Cartoon</p>	<p>In this topic students will explore:</p> <ul style="list-style-type: none"> The different styles of cartoon and their origins How to draw in a Cartoon style through observing the work of others. How modern artists use established Cartoons as inspiration. How to design a new character. <p>Key questions:</p> <p>How do Cartoonists develop their characters?</p>	<p>Key Knowledge-</p> <p>Critical understanding –Cartoon Genres Observation-Secondary and Primary Evaluative and analytical skills Creativity and design</p> <p>Technical skills:</p> <ul style="list-style-type: none"> Control over line and shape <p>Key words:</p> <p>Caricature Animation Manga Parody Graphic Art</p>	<p>Assessment 1 – Method: Self-assessed Focus: Manga drawings Criteria:</p> <ul style="list-style-type: none"> Shape Line Proportion Tone/colour application <p>Assessment 2- Method: Teacher-assessed Focus: Cartoon creation Criteria:</p> <ul style="list-style-type: none"> Shape Line Proportion Creativity of design 	<p>Literacy: Focus on SPAG(V), analytical, critical and evaluative writing skills and keywords</p> <p>Geography: Looking at where art originated from, exploring Art and culture links</p>
<p>Year 8 Module 4: Day of The Day Project & Design</p>	<p>In this topic students will explore:</p> <ul style="list-style-type: none"> The Day of the Dead celebrations- key facts Key imagery of DOTD celebrations and observe use of pattern, motif and colour in DOTD masks How to design using traditional Day of the Dead pattern and motifs as inspiration <p>Key questions:</p> <p>How can I use existing examples when designing?</p>	<p>Key Knowledge-</p> <p>Critical understanding – Day of the Dead Observation-Secondary Evaluative and analytical skills Creativity and design</p> <p>Technical skills:</p> <ul style="list-style-type: none"> Control over line and shape Ability to record finer detail Colouring and drawing <p>Key words:</p> <p>Symbolic Calacas Día de los Muertos Symmetry Motif Composition</p>	<p>Assessment 1 – Method: Self-assessed Focus: Day of the Dead copy Criteria:</p> <ul style="list-style-type: none"> Shape Line Proportion Pattern Colour application Detail <p>Assessment 2- Method: Teacher-assessed Focus: Day of the Dead initial designs Criteria:</p> <ul style="list-style-type: none"> Shape Line Day of the Dead inspired pattern and motif Proportion Symbolism Creativity of design 	<p>Literacy: Focus on SPAG(V), analytical, critical and evaluative writing skills and keywords</p> <p>Geography: Looking at where art originated from, exploring Art and culture links</p> <p>MFL: Students learn about other cultures and the names for different culturally significant items</p> <p>History: Students learn the origins of the Day of the Dead celebrations</p> <p>RE: Students learn about the religious symbolism behind the Day of the Dead imagery and festivities</p>

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<p>Year 8 Module 5: Day of The Day Project & Sculpture</p>	<p>In this topic students will explore:</p> <ul style="list-style-type: none"> • How to construct a cardboard base for 3D mask design. • How to apply paper mache techniques to create a structure • How to effectively apply paint to a 3D model <p>Key questions:</p> <p>How can I turn my 2D design into a 3D outcome?</p>	<p>Key Knowledge-</p> <p>Critical understanding – Day of The Dead</p> <p>Evaluative and analytical skills</p> <p>Technical skills:</p> <ul style="list-style-type: none"> • Use of cardboard scissors • Manipulation of materials to create 3D structures • Paper Mache and wadding technique • Refinement of finished product • Brush control on a 3D model <p>Key words:</p> <p>Sculpt Maquette Contour</p>	<p><u>Assessment 1 –</u> Method: Self-assessed Focus: Mask- 3D base Criteria:</p> <ul style="list-style-type: none"> • Structure and form • Accuracy related to design • Use of wadding and paper mache technique • Smoothness of mask surface <p><u>Assessment 2-</u> Method: Teacher-assessed Focus: Mask-painted Criteria:</p> <ul style="list-style-type: none"> • Accuracy related to design • Brush control • Quality of overall product 	<p>Res Mat: 3D and construction skills, how to build a model</p> <p>Literacy: Focus on SPAG(V), analytical, critical and evaluative writing skills and keywords</p> <p>Geography: Looking at where art originated from, exploring Art and culture links</p>