



Curriculum Narrative

Subject: Art	Year: 8	Author: A. Culley-Tea
---------------------	----------------	------------------------------

Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
<p>Key Threshold Concepts:</p> <ul style="list-style-type: none"> • Appreciate different styles of Art by other Artists • Experiment with a variety of materials and refine techniques • Understand Art's place in History and focus on key Art Movements 	<p>Subject Skills:</p> <ul style="list-style-type: none"> • <i>How to use the following materials: HB and Shading Pencils, Papier Mache, Acrylic Paints, Watercolour Paints and Mixed Media.</i> • <i>How to create a piece of 3D work.</i> • <i>How to scale up an image using the grid method.</i> • <i>How to create an observational drawing.</i> • <i>The style of African Pattern Art, Surrealism, Cubism and Pop Art.</i> • <i>Careful observation</i> • <i>Focusing on details and High Standards</i> • <i>Risk Taking with materials</i> • <i>Expression and Opinion</i>

<p>Subject Specific Knowledge and Sequencing:</p> <ul style="list-style-type: none"> • African Animals and Patterns – Tonal drawing benchmark assessment of an African Animal/Poly Printing African Patterns. <i>Students start the year with a drawing topic on African animals, this tests student's ability to recall the skills learnt last year with scaling up, proportion and the grid method to draw accurate outlines. Students then use shading pencils to show tone with light, middle and dark. Students then delve into the culture of Africa and focus on African pattern in fabrics used to make traditional clothing. Students take inspiration from these patterns and colours to create their own poly print design. Students understand how to create a repeat pattern using earthy colours, aiming for clear prints.</i> • African Masks – Designing and creating a 3D Mask using cultural inspiration. <i>Students draw and design their African mask with inspiration from authentic West African masks. Earthy colours are to be used and African style pattern. Annotations are added to explain different areas of the mask and how they intend to create it. Papier Mache is used on a plastic mould to create the base of the mask, layers of newspaper, strong edges and smaller pieces around the features are essential. Art Mache is added to mould firstly with fingertips and 3D areas that can be sculpted, clay tools are used to smoothen and add patterns before the Art Mache dries fully. Acrylic paints are used for the first time with a base colour and then patterns and blending. Detailed patterns to match their design are a focus. Raffia and beading is involved in the final step to embellish the mask.</i> 	<p>Prerequisites and Spiral Teaching:</p> <ul style="list-style-type: none"> • <i>Students will start year 8 with basic drawing, watercolour, clay sculpture and mixed media skills</i> • <i>Students will have a good understanding of a variety of art and artists</i> • <i>Key Areas of Art History</i> • <i>Variety of different Artistic styles and materials</i> • <i>Understanding the concept behind an artwork</i> • <i>Chronological order in Art History from Tribal African Art to Cubism, Surrealism and finally Pop Art. Students will experience how Art has changed over time.</i> • <i>Building on previous learning from basic drawing skills, colour theory, techniques with materials from year 7. Accessing a broadening selection of artists, styles and materials throughout year 8.</i>
--	---

- Isms in Art: Surrealism – Rene Magritte’s dream paintings – watercolour tints and shades.**
 Students choose an artwork by Rene Magritte, they are introduced to the theme of dream paintings and the methods used to document dreams in journals by the artists as inspirations for their paintings. Students use the grid method to enlarge accurately and lightly draw the main shapes and lines. Watercolours are used to mix accurate colours, students are encouraged to test colours before applying to their painting to enhance accuracy. Tints and shades are explained and how to blend colours together to match the original painting.
- Isms in Art: Cubism – Pablo Picasso and George Braque, mixed materials and colour palette.**
 Students are introduced to Pablo Picasso and George Braque and how they were considered the ‘Masters of Cubism’ by drawing musical instruments from different angles creating a fragmented image. Students create their own personal response by drawing an instrument (violin, guitar or trumpet), students draw ten lines to split the instrument into different sections, the instrument drawing is fragmented before adding a variety of different materials in the style of Cubism. Key elements in the style involve blending from light to dark and using a limited colour palette. Students use shading pencils, watercolours, oil pastels and collage to fill all areas.
- 1950s Pop Art – Roy Lichtenstein and Andy Warhol, watercolour precision and colour mixing.**
 Students are introduced to the culture of Pop Art with Andy Warhol; celebrities and advertising and Roy Lichtenstein; comic strips in America in the 1950s. Students enlarge by scaling up and draw all main shapes and lines using pencil aiming for a high standard of accuracy. Students then use watercolours to show colour mixing, neat edges with the tip of the brush, bold and consistent colours. Accuracy is the overarching aim with this painting, to see how much students have improved their skills.
- Sweet Treats – Sarah Graham, Hyper-realism sweet drawings from observation.**
 Students create a modern response to Pop Art using Sarah Graham’s hyper-realist paintings as inspiration. Students will draw from life from a chosen sweet looking carefully at the angle, light and shade and font style used in the logo. Students draw lightly in a HB pencil and then gradually begin to add watercolours using the skills learnt from the Surrealism painting of tints and shades.

Cross-Curricular Knowledge Links:

Geography and MFL – Africa and Tribes, Rene Magritte – Belgian, Pablo Picasso – Spanish, Georges Braque – French.
 Maths – Scaling and Grid Method
 History – Art History, America in the 1950s
 English and Drama – Surrealism and Cubism
 Science – Colour Mixing
 Beliefs and Values – Other Cultures – African animals, patterns and masks

Reading Lists / Sources / Reading around the subject recommendations:

- Art of African Masks: Art Around the World by Carole Finley
- Draw 50 Animals by Lee J. Ames
- Rene Magritte (Getting to Know the World’s Greatest Artists) by Mike Venezia
- Picasso (Essential Art) by Laura Payne
- Pop Art (Art Revolutions) by Linda Bolton
- Roy Lichtenstein (Modern Masters Series) by Lawrence Alloway
- How to Draw Anything by Mark Linley

