

Curriculum Plans – Lower Secondary Art Year 8

Please find below a detailed outline of the curriculum covered in Lower Secondary Art Year 8.

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Topics	<p>Formal Elements</p> <p>1.1: To understand classroom expectations and management of materials.</p> <p>1.2: To review formal elements and colour theory.</p> <p>1.3: Introduction to blind contour drawing</p>	<p>Portraiture</p> <p>2.1 Introduction to portraiture looking at artists' work</p> <p>2.2 To understand one-linear portraiture</p> <p>2.3: To develop skills in creating a composition that encompasses element of one linear portraiture</p> <p>2.4 To develop an ability to write about Art using specific vocabulary.</p>	<p>Mark-Making</p> <p>3.1: To gain knowledge of featured artist work and make comparisons</p> <p>3.2: To personally respond to an artists work</p> <p>3.3: To develop mark-making skills by working in the style of featured artists.</p> <p>3.4: To demonstrate an understanding of a composition and critique.</p>	<p>Design Brief</p> <p>4.1: Develop and Explore images and design process to create a poster</p> <p>4.2 Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence</p> <p>4.3: Record ideas to look back on the processes used and create new ideas and responses.</p>	<p>Drawing Techniques</p> <p>5.1 To explore different ways to record and respond to visual stimulus.</p> <p>5.2 Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures.</p> <p>5.3: to explore the use of imagery, wording and composition.</p>	<p>View Points and Angles</p> <p>6.1: To select appropriate media, materials, tools, technologies and processes for a purpose.</p> <p>6.2: to create an abstracted image from a larger piece of work</p> <p>6.3: To carry out textural studies of the surface of building materials, such as brick, stone, wood and glass.</p>
Assessment	Teacher, peer, self-assessment	Teacher, peer, self-assessment	Teacher, peer, self-assessment	Teacher, peer, self-assessment	Teacher, peer, self-assessment	Teacher, peer, self-assessment
Support Materials	Teacher created resources, in addition to Art room equipment.					
Extension (Stretch/Challenge)	To carry out a comparison of artists' work. Student- led projects to carry out further research on the theme and artists' work relating to the given objective. peer assessment..					