

# Yr8 Long Term Plan Art

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	<a href="#">Links to previous KS</a>	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Synthetic Cubism  Photo Cubism	<p>What is Synthetic Cubism? Begin to understand the difference between Synthetic and Analytical Cubism.</p> <p>Create collages that are inspired by the visual style of David Hockney.</p> <p>Discuss how leading lines can be an effective composition device.</p>	<p>How to create effective collages.</p> <p>How to create an effective composition using a combination of primary and secondary source imagery.</p> <p>How to successfully implement a leading line into a composition whilst maintaining an accurate sense of</p>	<p>Be creative - Experiment, develop, resilience</p> <p>Be curious - Critical and contextual studies</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate</p>	<p>'Art is just pretty pictures'</p> <p><a href="https://www.youtube.com/watch?v=Kjlx6PzajE">https://www.youtube.com/watch?v=Kjlx6PzajE</a></p> <p>Types of drawing (accuracy)</p> <p>Comprehension of key words - <i>Formal Elements &amp; Visual Principles.</i></p>	<p>KS1/2 Use a range of materials and techniques</p> <p>KS1/2 Use a range of techniques that link to the Formal Elements</p> <p>KS1/2 Look at a range of different artists/architects/designers</p> <p>KS2 Improve mastery of art and design</p>	<p>The accurate use of subject specific keywords is required for GCSE Art &amp; Design</p> <p>Development of key skills</p> <p>Creating links</p> <p>Using a sketchbook to record</p>	<p>Challenging secondary source images.</p> <p>High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p>	<p><b>Literacy starters</b> - H/W tasks designed to promote discussions about artists/architects/designers. Broad spectrum covered at the teachers discretion.</p> <p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's</p>	<p>Creative mindset - transferable skills.</p>

			perspective.			techniques			Cultural: Explore different ways of working	time in Art & Design.	
2	Art Timelines (isms)	Understand the history of Art by looking at 'isms' and by placing them in chronological order (link to other key events to help contextualise ).	How to contextualise links.  Analyse and evaluate a multitude of different styles.	Be creative - Experiment, develop, resilience  Be curious - Critical and contextual studies  Be reflective - Annotate and record  Be yourself - Relate and innovate	Comprehension of key words - <i>Formal Elements &amp; Visual Principles.</i>  The appreciation of different forms of artwork  Understanding and seeing how artwork has been inspired through time and change  Creating links between different artists and movements	KS1/2 Use a range of materials and techniques  KS1/2 Use a range of techniques that link to the Formal Elements  KS1/2 Look at a range of different artists/architects/designers  KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design  Development of key skills  Creating links  Developing a creative /personal response.	Challenging secondary source images.  High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates  Moral: Be respectful of each other's work and the working environment  Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them  Cultural: Explore different ways of working	Analysis, understanding composition and creating links are key components of the courses.  Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills.
3	Drawing Jim Dine Tool drawings	Create a series of outcomes based on Jim Dine's visual style with a focus on accurate	How to effectively use a range of media including charcoal and ink.	Be creative - Experiment, develop, resilience  Be curious - Critical and contextual	'Charcoal is proper messy' the effective use of it and how to use it differently to using a		The accurate use of subject specific keywords is required for GCSE	Introduce additional links such as Lisa Milroy with a focus on collections of items.	Social: Encourage lessons to allow for open conversations about artwork	Students will learn about different techniques to grow and appreciation of different ways of	Looking at tools and manual labour

		recording and inventive mark making.	Build upon existing skills and refine ability to create accurate line drawings.  Effectively apply a range of marks to simulate surface.	studies  Be reflective - Annotate and record  Be yourself - Relate and innovate	pencil		Art & Design  Development of key skills  Creating links  Using a sketchbook to record	Discuss Rhythm and Balance and how they can affect a composition.	and the work of classmates  Moral: Be respectful of each other's work and the working environment  Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them  Cultural: Explore different ways of working	working  Jim Dine - America	
4	Engines  Eduardo Paolozzi Screen Prints.	Use a combination of local maps and car engine parts to create Paolozzi style compositions	How to transform primary/secondary sources into an effective composition.  How to effectively develop an idea.	Be creative - Experiment, develop, resilience  Be curious - Critical and contextual studies  Be reflective - Annotate and record  Be yourself - Relate and innovate			The accurate use of subject specific keywords is required for GCSE Art & Design  Development of key skills  Creating links  Using a sketchbook to record	Fernand Leger style tessellations.  Photoshop tessellations.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates  Moral: Be respectful of each other's work and the working environment  Spiritual:	Use local maps to create Art.Work can be inspired by the local environment in the same way that Paolozzi's Tottenham Court Road tube station work took inspiration from the streets above.  Eduardo Paolozzi -	Mechanics  Screen printing and newspaper press links

									Begin the exploration of and learn about oneself, their interests and what enthuses them  Cultural: Explore different ways of working	Scottish	
5	Identity  Analytical Cubism	Julian Opie portraits  Chuck Close portraits. What's in the box?  Weeping Woman analysis  Collage- Cubism faces  Cubism mark making faces  Graduating tone	The basics of features composition within a face  Image analysis and the use of appropriate key subject terminology  Graduating tone from dark to light using pencil and mark making skills  Idea generation to build towards a final outcome	Be creative - Experiment, develop, resilience  Be curious - Critical and contextual studies  Be reflective - Annotate and record  Be yourself - Relate and innovate	Using 'smudging' as the only way to apply tone		The accurate use of subject specific keywords is required for GCSE Art & Design  Development of key skills  Creating links  Using a sketchbook to record	Basics of portraiture - How to construct a portrait including the basics of drawing the facial features.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates  Moral: Be respectful of each other's work and the working environment  Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them  Cultural: Explore different ways of working	An understanding of oneself and where we are in the world  An understanding of local culture and an appreciation of Hull within the world  Julian Opie - London  Pablo Picasso - Spain	Explore Hull as a local area to thrive in for a career

6	Identity Graphics	Use text to illustrate ideas that relate to student life.  Jasper Johns, 'Letters and Numbers'	How to use text to illustrate an idea  How to incorporate different media and embed that art doesn't just mean 'drawing'	Be creative - Experiment, develop, resilience  Be curious - Critical and contextual studies  Be reflective - Annotate and record  Be yourself - Relate and innovate	The misconception between Art as Fine Art and Art as Art and Design  The forming of letterforms and understanding the process from skeleton to final form		The accurate use of subject specific keywords is required for GCSE Art & Design  Development of key skills  Creating links  Using a sketchbook to record	Elizabeth Murray style mural.  Peter Blake's alphabet.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates  Moral: Be respectful of each other's work and the working environment  Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them  Cultural: Explore different ways of working		Graphic Design and Illustration
---	----------------------	--	--	---	---	--	--	--	---	--	---------------------------------