

Alcester Academy Curriculum Planning: Key Stage 3

Department: <i>Art</i>						Year Group: 8
Term	Topic/Subject	Assessment Objectives and Knowledge (include differentiation)	Skills (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	Surrealism	1,2,3 and 4	The art movement, why it was set up, impact on the art world and society. Artists' styles, purpose and audience. Appreciation of work and styles. Historical research/ awareness Discussion of ideals of the movement. Research of project – elements and connections to society and mode. Photography. Media investigation and application. I.T. manipulation of images. Final outcome designs.	Literacy - Use of subject-specific vocabulary through annotation and through termly word lists. Peer and self-assessment/target setting. Study of Salvador Dali's work and style – reading and writing to inform Numeracy – Reflection of images. Use of projector to enlarge the scale of pieces.	Social - Study of Salvador Dali's work and style – reading and writing to inform e.g. post-war escapism respect for the works of another artist. Cultural – Explore ideas and feelings through art and express themselves.	Assessment at each stage through AfL, written and verbal feedback from staff and peers, in line with assessment objectives.
Autumn 2	Surrealism	1,2,3 and 4	Artists' styles, purpose and audience. Appreciation of work and styles. Historical research/ awareness Discussion of ideals of the movement.	Literacy - Use of subject-specific vocabulary through annotation. Study of	Social - Study of Salvador Dali's work and style – reading and writing to inform e.g. post-war escapism respect for the works of another artist. Cultural – Explore ideas and	Assessment at each stage through AfL, written and verbal feedback from staff and peers, in line with assessment objectives.

			<p>The study of hybrids within Surrealism and in real life. The focus on subtle blending of forms and surface qualities. Use of mixed media when creating drawings.</p>	<p>Salvador Dali's work and style – reading and writing to inform. Verbal discussion of experiments e.g. how students are using media to create a range of effects and surfaces. Numeracy – Use of projector to enlarge the scale of pieces.</p>	<p>feelings through art and express themselves. Investigation of the ethics of hybrids within real life and the purposes of them.</p>	
Spring 1	Surrealism	2&4	<p>Building the final composition, deciding upon the hybrid(s), the combination of its forms. Also the hybrid's environment, looking at layers of distance to create depth. Use of larger-scale surfaces and chosen media.</p>	<p>Literacy - Use of subject-specific vocabulary through annotation and verbal comments. Numeracy – Use of projector to enlarge the scale of pieces. Investigation of scale through the use of distances within the piece.</p>	<p>Cultural – Explore ideas and feelings through art and express themselves. Social – respecting the work of others and engaging in meaningful coaching.</p>	<p>Final outcome(s) 2D/3D or combination of both.</p>
Spring 2	Surrealism	1,2&4	<p>Developing the final composition, focusing on layers of distance to create depth. Use of larger-scale surfaces and chosen media.</p>	<p>Literacy - Use of subject-specific vocabulary through annotation and</p>	<p>Cultural – Explore ideas and feelings through art and express themselves. Social – respecting the work</p>	<p>Final outcome(s) 2D/3D or combination of both.</p>

	Cubism	1,2&3	<p>The art movement, why it was set up, impact on the art world and society.</p> <p>Artists' styles, purpose and audience.</p> <p>Appreciation of work and styles.</p> <p>Historical research/ awareness</p> <p>Discussion of ideals of the movement.</p> <p>Research of project – elements and connections to society and mode.</p> <p>Photography.</p>	<p>verbal comments to show intentions.</p> <p>Numeracy – Use of projector to enlarge the scale of pieces. Investigation of scale through the use of distances within the piece.</p> <p>Literacy Appreciation of work and styles. Historical research/ awareness</p> <p>Discussion of ideals of the movement. Research of project – elements and connections to society and mode.</p> <p>Numeracy Use of angles, tessellations, distortion and proportion.</p>	<p>of others and engaging in meaningful coaching.</p> <p>Social - Study of Pablo Picasso's work and style – reading and writing to inform e.g. post-war escapism respect for the works of another artist.</p> <p>Picasso's 'Guernica', looking at the Spanish Civil War and also the cubist artists' inspiration taken from war.</p>	<p>Sketchbook work and written elements.</p>
Summer 1	Cubism	1,2,3&4	<p>Study drawings and development towards self-identity-driven final outcomes.</p>	<p>Literacy Written supporting</p>	<p>Self-identity and focusing upon their interests, hobbies, family, friends, pets. This</p>	<p>Sketchbook and loose-leaf developments.</p>

