Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)

Department: ART		Year Group: 8					
Term	Topic/ subject	Assessme nt Objective s	Knowledge acquisition	Skill building Intent	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	Cubism	1,2,3	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.	Knowledge of the movement and its reasons for success/appreciation. Investigation of distortion and how to create the illusion of it through fine art and photography.	Literacy Appreciation of work and styles. Historical research/awareness Discussion of ideals of the movement. Research of project – elements and connections to society and mode. Numeracy Use of angles, tessellations, distortion and proportion. 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. Picasso's 'Guernica', looking at the Spanish Civil War and also the cubist artists' inspiration taken from war.	Study drawings, artist research pages to gauge knowledge and investigative skills.	Support - TA support if needed. Use of the projector to aid accuracy. Challenge - Use of projector to scale up images. Introduce own photography to personalise composition e.g. angles of faces.

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Autumn 2	Cubism	1,2,3,4	Study drawings and development towards self-identity-driven final outcomes. Investigation of photographic manipulations and images to inspire final compositions e.g. use of movement as taken from Umberto Boccioni.	Investigation of distortion. Genres of cubism. Self-identity and discovery of personalised approach.	As above. Characteristics of cubist genres e.g. cafe culture which drove still life. Links to Surrealism (later year 8 project).	Final outcome designs /piece using a chosen genre and self-identity. Artist style characteristics MUST be incorporated to meet all assessment objectives.	Support - TA support if needed. Use of the projector to aid accuracy. Photography is introduced to remove the pressures of technical challenge if needed. Challenge - larger scale pieces, introduction of more challenging media e.g. acrylics on canvas/MDF.
Spring 1	Cubism	1,2,3,4	As above if more time is needed for the final outcome.	As above.	As above.	As above.	As above.
	Surrealism		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.	Technical investigations shown at each stage. Experimental drawing and use of media to meet assessment objectives.	Support - TA support if needed. Use of photography-based surrealism, use of imagery. Challenge - larger scale pieces, introduction of more challenging media e.g. acrylics. Written elements are more challenging, use of subject-specific vocabulary during annotation and peer/staff feedback/responses.
Spring 2	Surrealism	1,2,3,4	Artists' styles, purpose and audience. Appreciation of work and styles.	Understanding and knowledge of concept and audience. Reasons for Surrealism and its characteristics.	Literacy - Use of subject-specific vocabulary through annotation.	Assessment at each stage through AfL, written and verbal feedback from staff	As above.

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			Historical research/	Impacts of war upon the Spanish	Study of Salvador Dali's	and peers, in line with	
			awareness	artists and how they represented	work and style – reading	assessment objectives.	
			Discussion of ideals of	loss in their work.	and writing to inform.		
			the movement.		Verbal discussion of		
			The study of hybrids	Appreciation of Sal; vador Dali's	experiments e.g. how		
			within Surrealism and in	phobias and how their own fears	students are using media to		
			real life.	can be incorporated within final	create a range of effects and		
			The focus on subtle	outcome designs.	surfaces.		
			blending of forms and	a decome designs.	Numeracy –		
			surface qualities.		Use of projector to enlarge		
			Use of mixed media		the scale of pieces.		
			when creating drawings.		the scale of pieces.		
			when creating drawings.		Investigation of the othics of		
					Investigation of the ethics of		
					hybrids within real life and		
	0 11	1001			the purposes of them.	T. 1	
Summer	Surrealism	1,2,3,4	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.		<u>Literacy</u> - Use of	Final outcome(s)	Support - TA support if
1					subject-specific vocabulary	2D/3D or combination of	needed. Use of the
					through annotation and	both.	projector to aid accuracy.
			Use of larger-scale surfac	es and chosen media.	verbal comments.		Photography is
					Numeracy -		introduced to remove the
					Use of projector to enlarge		pressures of technical
					the scale of pieces.		challenge if needed.
					Investigation of scale		Challenge - larger scale
					through the use of distances		pieces, introduction of
					within the piece.		more challenging media
					·		e.g. acrylics on
					<u>Cultural</u> – Explore ideas and		canvas/MDF.
					feelings through art and		
					express themselves.		
					enpress memserves.		
					Social – respecting the work		
					of others and engaging in		
	G 1:	1224	December of the Control	1	meaningful coaching.	Agabaya	As above
Summer	Surrealism	1,2,3,4	Developing the final		As above	As above	As above
2			composition, focusing				
			on layers of distance to				
			create depth.				
			Use of larger-scale				
			surfaces and chosen				
			media.				