## \*\* 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.
	Surrealis m		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	Surrealis m	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.	<u>Literacy</u> - 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/ awareness Discussion of ideals of the movement. 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.	Impacts of war upon the Spanish artists and how they represented loss in their work.  Appreciation of Sal;vador Dali's phobias and how their own fears can be incorporated within final outcome designs.	Study of 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.  Investigation of the ethics of hybrids within real life and the purposes of them.	and peers, in line with assessment objectives.	
Summer 1	Surrealis m	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.  Use of larger-scale surfaces and chosen media.		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.  Cultural - Explore ideas and feelings through art and express themselves.  Social - respecting the work of others and engaging in meaningful coaching.	Final outcome(s) 2D/3D or combination of both.	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.
Summer 2	Surrealis m	1,2,3,4	Developing the final composition, focusing on layers of distance to create depth. Use of larger-scale surfaces and chosen media.		As above	As above	As above