












# 2021-22 CURRICULUM MAP FOR ART

## YEAR 8

<p><b>HALF TERM 1:</b> <b>HINDU CULTURE AND DAY OF THE DEAD</b> Students learn to understand and appreciate the Art, traditions and experiences of different cultures. They will explore traditional Art techniques, symbols and patterns. All students will:</p> <ul style="list-style-type: none"> <li>Learn about Hindu culture and their way of life. Students will learn a brief history of Hinduism. Learning about their belief in many gods and the idea of karma. They will also learn about the belief of an endless life cycle from birth to death and how it can be achieved.</li> <li>Explore Hindu architecture by drawing temples and ancient buildings. Students will learn how to draw intricate shapes, looking at perspective, line and form.</li> <li>Students will develop shading skills taught in year 7. Looking at how tone can be used to create the illusion of 3D form. This is another opportunity to explore about different gradients of pencils. An extra challenge will be to apply different pressures and marks to create tone using pen.</li> <li>Discuss the Hindus' contribution to Maths and Science.</li> <li>Listen to Hindu music whilst we work, this will introduce students to another style of music and show how different cultures express themselves.</li> <li>Understand some of the symbolic rituals practiced during Diwali.</li> <li>Create a group Rangoli mural looking at repetitive pattern, symmetry and colour.</li> <li>An independent task will be set in which students research the Day of the Dead. They will then create their own sugar skull, expanding their knowledge of pattern and colour.</li> </ul>		<p>Students will be given further fact sheets, which they will read to gather information on Hindu culture. They will have to conduct further research on Day of the Dead for homework.</p>
		<p>They will create a culture page, where they write information learnt about Hindu culture. Students homework task will be to create a study page on Day of the Dead.</p>
		<p>Students to discuss and recap facts learnt and contribute to class discussion with their own knowledge and research. Discuss the notion of karma.</p> <p>Pass the art: all work produced that lesson is placed inside an envelope or box, this is passed around the room. The pupil chosen will feedback on the work pulled out giving positive and constructive feedback. Peer assessment will help reiterate the success criteria and allow students to take responsibility for their progress. It also develops critical/ analytical thinking and communication skills.</p>
		<p>History, Maths, Science- Hindu contributions to maths and science Maths- Pattern, symmetry RS – Hinduism and their beliefs.</p>
<p><b>HALF TERM 2:</b> <b>AFRICAN CULTURE AND ABORIGINAL ART</b> Students to continue learning about other cultures with the introduction to the Igbo tribe in Africa. All students will:</p> <ul style="list-style-type: none"> <li>Learn about Igbo culture and their way of life: their fashion, entertainment, technology and living conditions.</li> <li>Explore cultural artefacts and create a mask. Learning design skills, 3D cardboard construction, papier-mâché and how recognise the key features of an Igbo mask.</li> <li>Look at traditional Igbo patterns used on their textiles and recreate on Paper animal dolls. Learning to improve their hand eye coordination and their understanding of how to colour blend using harmonious colours and how to recreate intricate patterns.</li> <li>Students then look at the traditional process of tie dye, originating in Japan but used in Indian countries. They recreate using a modern twist of paper, water and felt pens.</li> <li>They will also look at the technique batik used in African and Indian cultures and recreate the process using</li> </ul>		<p>Further fact sheets given which they will read to gather information on Igbo culture. They will have to conduct further research into Aboriginal tribes for homework.</p>
		<p>Students to create a culture page, where they write information learnt about African culture. They will also create an independent study sheet on Aboriginal tribes.</p>
		<p>Students to discuss and recap facts learnt and contribute to class discussion with their own knowledge and research. Discussion on the European origin of African batik textiles. Peer assessment will help reiterate the success criteria and allow students to take responsibility for their progress. It also develops critical/ analytical thinking and communication skills.</p>











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<p>another modern technique. Students will experiment using glue instead of traditional wax to achieve the appearance of batik using white correction pens. This will be used over the top of their favourite tie-dye piece.</p> <ul style="list-style-type: none"> <li>• Students to discuss the Artist Yinka Shonibare and the origin of the bright African textiles associated with her culture.</li> <li>• An independent task will be to research Aboriginal tribes. Further information will be given during lesson. Students will then recreate a painting of a native animal using the traditional dot painting.</li> </ul>		<p>History- Colonial rule to African independence Design- cardboard construction</p>
<p><b>HALF TERM 3: NATURAL VS MAN-MADE</b> A project which continues to develop students observational drawing skills, looking at natural and man-made objects and the drawing techniques used to recreate both. All students will:</p> <ul style="list-style-type: none"> <li>• Students are given the choice of primary and secondary sources to draw from, which range in difficulty.</li> <li>• Learning how to draw accurately, looking at shape, proportion, scale and form.</li> <li>• Possible introduction of the grid method to aid drawing.</li> <li>• They apply previous knowledge of how to create 3D form through tonal variation.</li> <li>• Throughout this project they will learn how to identify and describe man-made and natural objects and their material properties.</li> <li>• Students learn how to create different textures by applying a variety of mark making techniques.</li> </ul>		<p>Students learn keywords to describe different properties of natural and man-made objects.</p>
		<p>Students apply the key definitions to a title page.</p>
		<p>Students to discuss and recap facts learnt and contribute to class discussion with their own knowledge and research. Peer assessment - group feedback. Students are chosen at random to give advice to another pupil on strengths &amp; weaknesses. Peer assessment will help reiterate success criteria and allow students to take responsibility for their progress. It also develops critical/ analytical thinking and communication skills.</p>
		<p>Maths- Shapes</p>
<p><b>HALF TERM 4: NATURAL VS MAN-MADE PART 2 ARTIST</b> For the second half of the Natural Vs Man-made project students focus on the work of craft makers. All students will:</p> <ul style="list-style-type: none"> <li>• Learn how to take inspiration from an artist and recreate work in that style. They will be introduced to the work of Jessica stockholder and Michael Craig Martin.</li> <li>• Have discussions about Ready-made Art and whether it shows artistic skill. They will form an opinion of art styles.</li> <li>• Learn a brief history on ready-made art and how revolutionary it was for its time.</li> <li>• Explore different media and create an outcome focusing on colour blocking, composition, perspective and colour schemes.</li> <li>• This project will show how artists use colour schemes; it is important to understand how colour works to allow the objects to stand out from the background.</li> <li>• The final composition will be created using felt pens, water colour or pencil crayon to offer a range of challenge.</li> </ul>		<p>Students will be given fact sheets on ready-made art. They will choose their favourite artist of the two and create an artist file, as an extended homework task.</p>
		<p>Students to write an argument for or against Ready- made art and the skills involved. They will also create a fact file as a homework task.</p>
		<p>Verbal discussions surrounding Ready-made art. Peer feedback given verbally- students to walk around the room to view others work. Once seated students will choose two “takeaways” which they can apply to their work. Peer assessment will help reiterate the success criteria and allow students to take responsibility for their progress.</p>
		<p>History- Looking at art through time.</p>



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<p><b>HALF TERM 5:</b> <b>LANDSCAPES - Learning how to draw different types of landscapes. All students will</b></p> <ul style="list-style-type: none"> <li>• Focus on sketching an accurate landscape looking at page layout, distance, shape, composition, object placement and focal point.</li> <li>• Learn to identify different types of landscapes such as mountain, city, cliff, coast, woodland ect.</li> <li>• Understand how to use range of media to recreate different landscapes and to decide which media may lend itself to a certain landscape.</li> <li>• When using pen and pencil students will explore how mark making can achieve different textures- such as creating smooth reflective water vs rough cliff sides.</li> <li>• Use water colour and pencil crayon to create a soft subtle landscape- think about how colour can be used to create a relaxing atmosphere. Thinking about a place to escape and relieve from anxieties.</li> <li>• Look into how artists create an atmosphere through use of brush strokes and colour.</li> <li>• Students will learn how to achieve the correct consistency of paint, by mixing different amounts of water.</li> </ul>		<p>Students read and write down key terms and the definitions</p>
		<p>Students to write an argument with their opinion of whether a photograph or painting better captures the essence of a landscape.</p>
		<p>Peer assessment - group feedback where students are chosen at random to advice another pupil on their strengths and weaknesses.</p> <p>Discussion's regarding photograph vs fine Art landscape.</p>
		<p>Geography- types of landscape Maths- shape, distance</p>
<p><b>HALF TERM 6:</b> <b>LANDMARKS/ WOLVERHAMPTON - Looking at Wolverhampton's landscape and key historical buildings. All students will:</b></p> <ul style="list-style-type: none"> <li>• Learning about some of the histories behind Wolverhampton's buildings, such as Lloyds bank with roots to slavery.</li> <li>• Learn facts such as Wolverhampton being the first town to introduce the traffic lights system. This will then lead onto discussions of black inventions as this system was first invented by Garret Morgan, a black man.</li> <li>• Look at multicultural buildings in Wolverhampton such mosques and temples.</li> <li>• Use a view finder to focus on the fine details of buildings/ landscapes. Split the page into 4 sections. Within each section draw a different part/ image use 4 different mediums to complete the study.</li> <li>• Learn to use mixed media to create different effects appropriate for the landscape, i.e. using small layered brush stroke to create grass.</li> <li>• During this project students will gain confidence using range of colour techniques including inky paints, watercolour, pencil crayon and acrylic/ ready mix.</li> <li>• Improving skills such as colour mixing and blending, colour schemes and how to create texture.</li> </ul>		<p>Read information regarding Wolverhampton's historical and cultural buildings. Further research for homework.</p>
		<p>Research the history behind a building in Wolverhampton and write up the findings as part of a homework project.</p>
		<p>Peer assessment given verbally. Students will gather around one table, where all work created during the lesson is displayed. Students then feedback one positive area and an area to improve. Peer assessment will help reiterate the success criteria and allow students to take responsibility for their progress. It also develops critical/ analytical thinking and communication skills.</p>
		<p>History- Learning the historical past of buildings</p>