

Creative Arts

Year 8 Art and Design

In key stage 3 students are introduced to a number of new experiences in a range of subject areas that are not covered in depth at key stage 2. Music, Art (Fine and Textile), Food Preparation and Nutrition and Design and Technology allow students to engage with and develop knowledge and skills in the creative subjects within the school curriculum. Students will learn about health and safety in various environments, enabling them to work safely with a variety of materials/tools/media and instruments when responding to set tasks. They will gain an awareness of different art and design movements, as well as cultural and historical music, to aid their responses. In Food, students will gain an understanding of Food hygiene, the science behind food and nutrition. Learning of key skills are taught explicitly within each project. The curriculum in key stage 3 has been specifically developed to engage students in new subject areas and build knowledge and skills, year on year, in preparation for key stage 4.

Curriculum overview:

Autumn term:	Spring:	Summer:
Tribal Tattoos Mini Project During this project students will look at, replicate and respond to Tribal Tattoo images. Students will have the opportunity to explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. Students will learn to increase their proficiency in the handling of different materials, and to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Students will also learn how to generate a range of ideas (which clearly show experimentation) from a variety of sources to inspire work.	Lettering Project (still life) > 3D Letter sculpture During this project students will look at still life objects containing lettering/ font. Students will have the opportunity to explore the characteristics, properties and the effects of using different media for recording images, and the ways in which they can be manipulated to suit personal intentions. Students will learn to increase their accuracy and skills with observational drawing, learning about perspective drawing to help them create depth and realism within their work. Students will develop their own 3D letter designs (suitable for development as a 3D/ relief form), and will learn construction methods to help them realise their design as a card construction or shallow relief tile. Students will generate ideas and will be able to see them through to a conclusion, generating a personal and meaningful response.	Brian Froud Mini Project (Fantasy art) Cars Mini Project During these mini projects, students will look at, replicate and respond to a range of images from different genres of art and a range of artists. Students will have the opportunity to explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. Students will learn to increase their proficiency in the handling of different materials, and to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Students will also learn how to generate a range of ideas (which clearly show experimentation) from a variety of sources to inspire work. The focus of these projects is to be able to consolidate learning and to

		create a range of images which show students can achieve depth in their work by exploring foreground, midground and background.
Important vocabulary:	Important vocabulary:	Important vocabulary:
<ul style="list-style-type: none"> • Proportion • Scale • Composition • cross hatching/ hatching • Experimentation • Refinement • Balance/ Harmony/ Composition • Gradation • Proportion/ Scale • Positive and Negative space • Reproduction • Analysis • Sgraffito 	<ul style="list-style-type: none"> • PROPORTION • SCALE • PRIMARY SOURCE/ SECONDARY SOURCE • PERSPECTIVE • FOREGROUND/ MIDGROUND AND BACKGROUND • COMPOSITION • HORIZON LINE • VANISHING POINT • ORTHOGONAL LINES • CROSS HATCHING/ HATCHING • Balance • Harmony • Gradation • Angle/ Proportion/ Scale • Positive and Negative space • Reproduction • Analysis • Graffiti • Font • Construction/ Assemble Sgraffito RELIEF/ SHALLOW RELIEF 	<ul style="list-style-type: none"> • PROPORTION • SCALE • PRIMARY SOURCE/ SECONDARY SOURCE • PERSPECTIVE • FOREGROUND/ MIDGROUND AND BACKGROUND • COMPOSITION • HORIZON LINE • VANISHING POINT • CROSS HATCHING/ HATCHING • BALANCE • HARMONY • GRADATION • ANGLE/ PROPORTION/ SCALE • POSITIVE AND NEGATIVE SPACE • REPRODUCTION • ANALYSIS • REFINEMENT

Key staff contacts:

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What are our curriculum aims for your child in year 8?

During Year 8 students will continue to increase their proficiency in the handling of different materials, and be able to manipulate materials to suit own personal intentions. The main focus for the year will be helping students to understand how to create depth and realistic perspective within their work. The year is chunked/ divided into several smaller areas which give students a broad range of areas to cover and artists to look at, providing a variety of experiences and genres, underpinned with technical vocabulary. Areas covered will include:

- **Tribal Tattoos Mini Project**
- **Lettering Project (still life) > 3D Letter sculpture**
- **Brian Froud Mini Project> (Fantasy art)**
- **Cars Mini Project**

How can I help my child be successful in Art and Design?

- Support your child when undertaking homework research tasks
- Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Encouraging your child to be organised and plan ahead to ensure they are prepared for the lesson with homework
- Encourage your child to practice their drawing/ painting skills between lessons
- Visit Art Galleries as often as you can to expose students to art e.g. The Ferens Art Gallery in Hull/ Leeds Art Gallery

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written, visual, practical and verbal responses.

In the creative arts we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students, through a number of comparative marking sessions. All formative assessment is logged by students as a reference point for continual improvement. Lower attaining work will be required to be improved, using the logged feedback, to ensure individual progress. Written corrections require students to work in green pen, to highlight errors. They are then able to reflect clearly on where they have made progress.

Students appreciate the importance of the comparative marking sessions. We give feedback on work regularly, to enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

Each project will allow for students to produce a personal response/ practical outcome, based on sound research and design work. The projects are marked summatively at the end of each project to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.