



GCSE Art and Design Year 8

Curriculum Intent:
 In year 8, students expand on the formal elements that they learnt about in year 7 through thematic projects that focus on a range of specialist techniques and processes. Students will continue to explore the work of contemporary and historical practitioners and will develop skills in analysis and contextual understanding of work from a range of eras and cultures.
 Students will develop their observation skills and will improve understanding of specialist areas of Art and Design, however in year 8, through a range of themes, students are encouraged to use their imagination and creative thinking to create work that is innovative and unique as their confidence as young Artists grows. Projects focus on illustration, collage, painting and drawing, printmaking, and 3D design. There will be a clear focus on sketchbook presentation, and students will learn how to document ideas in aesthetically pleasing and creative ways.

End Point:
 By the end of Year 8 students will be confident artists with understanding of the importance of presentation. They will have begun to refine their skills, and will have demonstrated that they understand the importance of the formal elements and are able to use them within their own work. They will have had the opportunity to work with a range of media and materials including 3D materials so they will begin to understand their own strengths and weaknesses, and they will have more experience of existing practitioners work. They will have experienced working in a range of disciplines.

Mythical Creatures	Confectionary	Animals and Birds
Illustration and imagination	Still life – Drawing and painting	3D design and construction Costume design

Practical Skills	Line Tone Colour Shape Form Pattern Texture Presentation Research/Artists	Line Tone Colour Shape Form Pattern Texture Presentation Research/Artists	Line Tone Colour Shape Form Pattern Texture Presentation Research/Artists
------------------	---	---	---

Understanding/ Knowledge	Students will take a closer look at characters and creatures from mythology and fictitious stories and films. They will gain an understanding of how character designers work, and how illustrators visually communicate ideas through their creations and imaginary worlds. Focus – employment in creative sector, illustration, drawing and painting.	Developing knowledge and skills of drawing and painting techniques to capture realistic likenesses to primary and secondary sources. Students will be taught more complex techniques and processes to allow them to capture their personal responses more effectively. Focus – Technical proficiency, scale, perspective and accuracy of observation. Developing artist research and analysis skills.	Students will learn how to create structures and wearable pieces of art that consider 3D shape, design, planning, and construction. Students will explore animals in Art across a range of cultural origins, and use their research to decorate and celebrate those cultures through their 3D pieces. Focus – Collaboration, Cultural Pattern, Shape and form.
-----------------------------	--	---	--

Assessments	Verbal and written feedback. Self and peer assessment. Progress checks with working at grades and targets.	Verbal and written feedback. Self and peer assessment. Progress checks with working at grades and targets.	Verbal and written feedback. Self and peer assessment. Progress checks with working at grades and targets.
-------------	--	--	--

Assessment Objective Focus	AO2 Exploring and refining techniques	AO3 Recording and Presenting	AO4 Present Personal Response	AO1 Developing Ideas Investigating and analysing	AO3 Recording and Presenting	AO4 Present Personal Response	AO1 Developing Ideas Investigating and analysing	AO2 Exploring and refining techniques	AO4 Present Personal Response
----------------------------	--	---------------------------------	----------------------------------	---	---------------------------------	----------------------------------	---	--	----------------------------------