

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 8 Overview 2024-25 – Art

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (8 Lessons)										
Tues 2-Sep	A	1	<p>John Burgerman inspired designing unit</p> <p>Character design. Develop eight different characters based on friends, food and everyday objects. (eg turn a calculator into a person) Using line only, draw characters in pencil. Include numerous accessories, a phone, a hat, handbag ect. Give your character a personality. Use your knowledge of the colour wheel to shade the character. Make sure the colours are contrasting and try and blend them together. As an extension, create a background for your character.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Prior – Y7</th> <th>Current</th> <th>Next – Y9</th> </tr> </thead> <tbody> <tr> <td>Being inspired by an artist. The colour wheel and use of colour pencils. Blending and shading skills.</td> <td>All pupils have designed their own characters and have given them a personality through the use of accessories. Creativity is key to this unit of work.</td> <td>Individual creativity is encouraged. Pupils have one starting point and develop their own work from that.</td> </tr> </tbody> </table> <p>GW: You have used simple shapes to develop your characters. Your drawings look like the objects you have chosen. Your colour work shows at least 3 different shades. BI: You have based your characters on people you know or everyday objects. Your drawings are detailed and the colour works shows at least 5 different shades, you have tried to blend them together. EW: You have added details/ accessories to your characters. E.g. hats, bags, facial expressions etc. To give them a personality. You have drawn with accuracy and detail and have shown your creativity. Your colour work exhibits many different shades and the flow seamlessly into each other.</p>	Prior – Y7	Current	Next – Y9	Being inspired by an artist. The colour wheel and use of colour pencils. Blending and shading skills.	All pupils have designed their own characters and have given them a personality through the use of accessories. Creativity is key to this unit of work.	Individual creativity is encouraged. Pupils have one starting point and develop their own work from that.	<p>Creativity and colour work</p> <p>Use your creativity to invent your own characters based on everyday people and objects. Use line work and develop colour pencil skills.</p> <p>Key words for learning/ Tier 2/3 Vocabulary Creativity – the use of imagination or original ideas to create something; inventiveness Shading – slight variation or difference of colour Blending – the action of mixing or combining things together</p> <p>GCSE/ Subject Links DT & Media, designing and model making.</p> <p>The concept of creating characters/cartoons originated in the Middle Ages, and first described a preparatory drawing for a piece of art. In the 19th century, beginning in Punch magazine in 1843, cartoon came to refer – ironically at first – to humorous illustrations in magazines and newspapers.</p> <p>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.</p> <p>Careers Costume designer, Set designer, Graphic designer, Animator, Book illustrator, Character Artist.</p> <p>Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.</p> <p style="color: red;"><i>Parent and Carers month/Black History month 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day 5/10 world teachers day 6/10 World cerebal palsy day</i></p>
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Being inspired by an artist. The colour wheel and use of colour pencils. Blending and shading skills.	All pupils have designed their own characters and have given them a personality through the use of accessories. Creativity is key to this unit of work.	Individual creativity is encouraged. Pupils have one starting point and develop their own work from that.								
9-Sep	B	2								
16-Sep*	A	3								
23-Sep	B	4								
30-Sep	A	5								
7-Oct	B	6								
14-Oct	A	7								
21-Oct	B	8								
Half-Term			7 weeks (7 lessons)							

			Prior – Y7	Current	Next – Y9	
4-Nov	A	9	Being inspired by an artist. Working with colour	All pupils have designed their own characters and have constructed them out of cardboard. They have created accessories for their character. Creativity is the key to this unit of work.	Pupils will have the skills ready for the Identity project where they make a 3D letter.	Developing 3D Skills, crafting and shaping cardboard. Accurately and safely using a craft knife. Using wallpaper paste and news print to create papier mache. Moulding and shaping newspaper and masking tape.
11-Nov	B	ST1				Key words for learning/ Tier 2/3 Vocabulary Papier Mache – A malleable mixture of paper and glue, or paper, flour, and water, that becomes hard when dry used to make boxes, trays, or ornaments. Construct – Build or make 3D – Three-Dimensional. Giving the illusion of depth or varying distances. GCSE/Subject Links: DT and Media, Designing and model making.
18-Nov	A	ST1				Papier Mache originates from China, the inventors of Paper itself. Papier Mache was used to make helmets of all things dating back to Hans Dynasty.
25-Nov	B	12				How will we know they have learned this? Practical Evidence, ST Tracking exams, Assessment books and questioning.
2-Dec	A	13				Careers Costume designer, Set designer, Graphic designer, Animator, Character Artist, Theatre help.
9-Dec	B	14				Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.
16-Dec	A	15				<i>Mens health awareness month/disability confident month 1/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 25/12 Christmas Day</i>
Christmas Holiday			6 weeks (6 lessons)			
6-Jan	B	16				Bar code – creative drawing Creativity and line work Use your creativity to invent your own ‘wacky’ barcode. Barcodes based on everyday object, hobbies/ likes. Detail in the line work will help this bar code come to life. Key words for learning/ Tier 2/3 Vocabulary

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13-Jan	A	17	only, draw 8 different ideas. Include as much detail as possible. The line widths need to vary, as they do in a conventional barcode. Multiple bar codes can be incorporated into one final design.	Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint Creativity – the use of imagination or original ideas to create an image; inventiveness Detail – to give full information about Composition - the action of putting things together; formation or construction						
20-Jan	B	18		GCSE/ Subject Links DT & Media, designing.						
27-Jan	A	19		Creativity is a journey. The capacity to be creative is one of the most important characteristics that human beings possess. Long ago, some of our ancestors manifested the human capacity for creativity by seeing a grinding tool in a stone, a piercing projectile weapon in a thin cuneiform shaped piece of flint, or a mechanism for moving things more easily in a round wheel-shaped object.						
3-Feb	B	20		How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.						
10-Feb	A	21		Careers Costume designer, Set designer, Graphic designer, Animator, Book illustrator, Character Artist.						
Half-Term			6 weeks (6 lessons)							
25-Feb	B	22	Line work – Pattern/ painting Simple lines and shapes when put together can create detailed and intricate patterns. Then when simple block shading is used the patterns that can be complex and very effective. This is a development following on from the zentangle work. Pupils create a grid of 20	Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers. <i>25/1 Burns night</i> <i>27/1 Holocaust memorial day</i> <i>LGBT+ history month</i> <i>1/2 World Hijab day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i>						
			<table border="1"> <thead> <tr> <th>Prior – Y7</th> <th>Current</th> <th>Next – Y9</th> </tr> </thead> <tbody> <tr> <td>Being inspired by others creativity.</td> <td>Creativity is key to this unit of work. All pupils have experimented with different ideas and chosen a final idea to use/develop and refine.</td> <td>Individual creativity is encouraged. Pupils have one starting point and develop their own work from that. This helps with GCSE way of working.</td> </tr> </tbody> </table> <p>GW: Pupils have researched 'wacky' barcodes and collected relevant images that will help with the drawing. The original image is still recognisable despite the barcode. The bar code has more than one thickness of line. BI: Pupils have numerous images of both barcodes and inspiration that will help with the drawings. The drawings are creative and cleverly incorporate the bar code design; there is at least 4 thicknesses of line. EW: Pupils have a large amount of relevant images to use while creating the drawings. The drawings are creative and cleverly incorporate the bar code designs; there is at least 5 thicknesses of line. More than one barcode is used in the final refined image.</p>	Prior – Y7	Current	Next – Y9	Being inspired by others creativity.	Creativity is key to this unit of work. All pupils have experimented with different ideas and chosen a final idea to use/develop and refine.	Individual creativity is encouraged. Pupils have one starting point and develop their own work from that. This helps with GCSE way of working.	
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Being inspired by others creativity.	Creativity is key to this unit of work. All pupils have experimented with different ideas and chosen a final idea to use/develop and refine.	Individual creativity is encouraged. Pupils have one starting point and develop their own work from that. This helps with GCSE way of working.								

3-Mar	A	23	<p>boxes and create a different pattern in each ranging from basic to complex. Using just line work or/and block work. Pupils skills should develop and the more they do, the more complex the patterns should become.</p> <p>Pupils will the use one of three Artist faces and using the contour of their face put patterns on them, composition is a huge part of this, and where to put the more complex patterns will also contribute to the overall success of the composition.</p> <p>Pupils then use paint. They can use colour or monochrome, but they will need to decide how translucent the paint needs to be, so as not to hide the face, its important that we can still see the face coming through the paint.</p>	<p>Composition – the artistic arrangement of the parts of a picture</p> <p>Translucent - allowing light, but not detailed shapes, to pass through; semi-transparent.</p> <p>Blending – the action of mixing or combining things together</p> <p>GCSE/ Subject Links D&T, Media – Designing.</p>						
10-Mar	B	24	<p>Pupils will the use one of three Artist faces and using the contour of their face put patterns on them, composition is a huge part of this, and where to put the more complex patterns will also contribute to the overall success of the composition.</p> <p>Pupils then use paint. They can use colour or monochrome, but they will need to decide how translucent the paint needs to be, so as not to hide the face, its important that we can still see the face coming through the paint.</p>	<p>Acrylics are fast drying paints that can be used straight from a tube. They can be painted on almost anything and dry into a water resistant surface. While you need to be aware of how quickly they dry, acrylics can be blended beautifully. Watercolour paint, paint made with a water-soluble binder such as gum arabic, and thinned with water rather than oil, giving a transparent colour.</p>						
17-Mar	A	25	<table border="1"> <thead> <tr> <th>Prior – Y7</th> <th>Current</th> <th>Next – Y9</th> </tr> </thead> <tbody> <tr> <td>Some recall of line work and colour theory.</td> <td>All pupils have used zentangle patterns and have used shading and blending techniques with paint.</td> <td>Pupils will continue to develop their blending and shading skills with paint. They will also use their line and pattern work in further projects.</td> </tr> </tbody> </table>	Prior – Y7	Current	Next – Y9	Some recall of line work and colour theory.	All pupils have used zentangle patterns and have used shading and blending techniques with paint.	Pupils will continue to develop their blending and shading skills with paint. They will also use their line and pattern work in further projects.	<p>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.</p> <p>Careers Designer, Wallpaper designer, Window Dresser, Print designer, graphic designer.</p> <p>Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.</p>
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Some recall of line work and colour theory.	All pupils have used zentangle patterns and have used shading and blending techniques with paint.	Pupils will continue to develop their blending and shading skills with paint. They will also use their line and pattern work in further projects.								
24-Mar	B	ST2	<p>GW: Pupils have used patterns of varying degrees of complexity in their work. Paint has been applied and blending is apparent, numerous shades can be seen. Paint is translucent and the face can still be seen. BI: Pupils patterns are more complex and some consideration has been given as to where each pattern goes on the face, and consideration has been given as to where to leave blank. At least three different tones are apparent in each painted section. EW: Complex patterns have been used and the composition has been considered. The contour of the lines in the fact has been used to place the patterns. Five-seven tones have been achieved and each shade has been blended together seamlessly.</p>	<p><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p>						
31-Mar	A	ST2	<p>GW: Pupils have used patterns of varying degrees of complexity in their work. Paint has been applied and blending is apparent, numerous shades can be seen. Paint is translucent and the face can still be seen. BI: Pupils patterns are more complex and some consideration has been given as to where each pattern goes on the face, and consideration has been given as to where to leave blank. At least three different tones are apparent in each painted section. EW: Complex patterns have been used and the composition has been considered. The contour of the lines in the fact has been used to place the patterns. Five-seven tones have been achieved and each shade has been blended together seamlessly.</p>							
Easter Holiday			5 weeks (5 lessons)							

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22-Apr	B	28	<p>Mini unit Skills based unit – developing shading and blending with colour pencils</p> <p>Developing and refining shading and blending techniques using colour pencils. Students need to build up layers and overlap colours to create seamless blending. (you can't see where one shade starts and another one ends) Students look at colour ranges, the work is split into 6 different colour ranges, each section must be shaded by certain colours (white can be used to highlight) Evaluation of own and peer work, learning how to improve and develop the skills.</p>	<p>Shading & blending Developing blending and shading skills – this will continue to inform every piece of work completed throughout KS3 & KS4. Learn how to use coloured pencils successfully. Learn how to use highlights and lowlights successfully. Learning about colour ranges.</p> <p>Key words for learning/ Tier 2/3 Vocabulary Shading – slight variation or difference of colour Blending – the action of mixing or combining things together Tone – a particular quality of brightness, deepness or hue of a shade/colour Primary colours –Yellow, Red and Blue. Colours that can't be created by mixing Secondary colours - Orange, Purple and Green. Colours that can be created by mixing a combination of primary colours</p> <p>GCSE/ Subject Links: Maths/Geometry</p>						
28-Apr	A	29	<table border="1" data-bbox="416 719 877 1014"> <thead> <tr> <th data-bbox="416 719 568 752">Prior</th> <th data-bbox="571 719 722 752">Current</th> <th data-bbox="726 719 877 752">Next – Y9</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 757 568 1014">Recall of the different techniques and shading experiments from Y7.</td> <td data-bbox="571 757 722 1014">All students have experimented with shading and blending techniques and trying to get their work to blend seamlessly.</td> <td data-bbox="726 757 877 1014">Pupils build on and practise the skills they have learned. There is drawing and shading in every project.</td> </tr> </tbody> </table>	Prior	Current	Next – Y9	Recall of the different techniques and shading experiments from Y7.	All students have experimented with shading and blending techniques and trying to get their work to blend seamlessly.	Pupils build on and practise the skills they have learned. There is drawing and shading in every project.	<p>Blending refers to the technique of mixing colours on a surface, while shading refers to the act of darkening certain parts of a picture to add depth. Artists invented the first pigments—a combination of soil, animal fat, burnt charcoal, and chalk—as early as 40,000 years ago, creating a basic palette of five colours: red, yellow, brown, black, and white. Since then, the history of colour has been one of perpetual discovery.</p>
Prior	Current	Next – Y9								
Recall of the different techniques and shading experiments from Y7.	All students have experimented with shading and blending techniques and trying to get their work to blend seamlessly.	Pupils build on and practise the skills they have learned. There is drawing and shading in every project.								
5-May	B	30	<p>GW: Students have experimented with shading and blending techniques using colour pencils. They have used numerous colour pencils as well as applied different amount of pressure, this ensure different colours are achieved. BI: At least 5 different tones have been achieved with the coloured pencils and there is evidence of blending. Some parts show that colour has been blended seamlessly. Only the colours in each colour range have been used. EW: Students have used the pencil crayon with some skill, at least 7 different tones have been achieved and you can see how the student has applied different pressure to achieve the finished look. Numerous pencils have been used in each of the colour ranges. White has been skilfully used to highlight and darker tones have been used to lowlight.</p>	<p>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.</p> <p>Careers Architect, structural engineer, CAD drawing, Graphic designer, medical imaging, astronomer/aerospace industry.</p>						
12-May	A	31		<p>Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared</p>						

19-May	B	32		to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers. <i>Good Friday 18/4 Easter Sunday 20/4 Autism and stress awareness month. 25/4 World Malaria Day 26/4 Lesbian visibility day UK national walking month. 1/5-7/5 Deaf awareness week 23/05 Vesak</i>						
Half-Term			7 weeks (7 lessons)							
2-Jun	A	33	<p>Hundertwasser – Acrylic or water colour painting</p> <p>An introduction to the Artist Hunderwasser. Pupils research and gather information; images of the artist’s work and facts. Pupils use this information to create an A4 critical study. Students develop their skills with regard to presenting images and facts creatively. Detailed drawings of the works of Art are included. Focus is upon the use of lines, shapes and composition; overlapping of drawings and images. Pupils design their own piece of work being inspired by the work of Hundertwasser. Pupils then use paint on their work. Developing their blending and shading skills. Evaluation of own and peer work, learning how to improve and develop is important and is verbally on going.</p> <table border="1"> <thead> <tr> <th>Prior – Y7</th> <th>Current</th> <th>Next – Y9</th> </tr> </thead> <tbody> <tr> <td>Recall of the previous projects’ being inspired by an artist. Some recall of colour theory.</td> <td>All pupils have knowledge of the artist Hundertwasser. All have used shading and blending techniques with paint</td> <td>Pupils will continue to develop their blending and shading skills with paint.</td> </tr> </tbody> </table> <p>GW: Pupils can recognise the work of Hundertwasser. They have researched and collected relevant information and images the drawing is recognisable as being inspired by Hunderwasser. Paint has been applied and blending is apparent, numerous shades can be seen. BI: Pupils research is detailed and more obscure images have been selected. Pupils have considered composition and have explored ways of presenting their</p>	Prior – Y7	Current	Next – Y9	Recall of the previous projects’ being inspired by an artist. Some recall of colour theory.	All pupils have knowledge of the artist Hundertwasser. All have used shading and blending techniques with paint	Pupils will continue to develop their blending and shading skills with paint.	<p>Creativity and colour work Use your creativity design a piece of work inspired by an artist. How to create a bespoke piece of work while being inspired by the artist. Developing shading skills using paint.</p> <p>Key words for learning/ Tier 2/3 Vocabulary Accuracy – the state of being precise or exact Detail – to give full information about Composition – the artistic arrangement of the parts of a picture Blending – the action of mixing or combining things together</p> <p>GCSE/ Subject Links D&T, Media – Designing.</p> <p>Acrylics are fast drying paints that can be used straight from a tube. They can be painted on almost anything and dry into a water resistant surface. While you need to be aware of how quickly they dry, acrylics can be blended beautifully. Hundertwasser made many of his paints himself. He painted with watercolours, in oil and with egg tempera, with shiny lacquers and ground earth. He used various paints in one painting and put them next to each other, so that they contrasted not only in their colour but also in their texture.</p> <p>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.</p> <p>Careers Designer, Wallpaper designer, Window Dresser, Art Therapist.</p> <p>Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared</p>
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9-Jun	B	34								
16-Jun	A	35								
23-Jun	B	36								
30-Jun	A	37								
7-Jul	B	38								

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14-Jul	A	39	research. At least three different tones are apparent in each section. EW: Each drawing is accurate and detailed. Pupils have developed a creative composition. Five-seven tones have been achieved and each shade has been blended together seamlessly.	to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers. <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i>
(Total: 189 Days)				

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)