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# Year 8 Overview 2026-27 – *Art*

| Date | Wk | Week | Units Studied & Learning Outcomes | Key Concepts & Assessment |
|---|---|---|---|---|
| 8 weeks (8 Lessons) | | | | |
| Wed 2-Sep<br>Tues Y7 only<br>Thursday-<br>whole school | A | 1 | **<u>John Burgerman inspired designing unit</u>**<br><br>Character design. Develop eight different characters based on friends, food and everyday objects. (e.g. turn a calculator into a person) Using line only, draw characters in pencil. Include numerous accessories, a phone, a hat, handbag etc. 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.<br><br>**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. | Creativity and colour work<br>Use your creativity to invent your own characters based on everyday people and objects. Use line work and develop colour pencil skills.<br><br>Key words for learning/ Tier 2/3 Vocabulary<br>Creativity – the use of imagination or original ideas to create something; inventiveness<br>Shading – slight variation or difference of colour<br>Blending – the action of mixing or combining things together<br><br>GCSE/ Subject Links<br>DT & Media, designing and model making.<br><br>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.<br><br>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.<br><br>Careers<br>Costume designer, Set designer, Graphic designer, Animator, Book illustrator, Character Artist.<br><br>Assessment<br>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.<br>*Parent and Carers month/Black History month*<br>*World afro day*<br>*International day of sign languages*<br>*world mental health day*<br>*world teachers day*<br>*World cerebal palsy day*<br><br>• **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term) |
| 7-Sep | B | 2 | | |
| 14-Sep<br>(INSET<br>Friday) | A | 3 | | |
| 21-Sep | B | 4 | | |
| 28-Sep | A | 5 | | |
| 5-Oct | B | 6 | | |
| 12-Oct | A | 7 | | |
| 19-Oct | B | 8 | | |
| **Half-Term** | | | **7** weeks (7 lessons) | |

| 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. |

<table>
<tr>
<td>2-Nov</td>
<td>A</td>
<td>9</td>
<td rowspan="7">
<table>
<tr><th>Prior – Y7</th><th>Current</th><th>Next – Y9</th></tr>
<tr><td>Being inspired by an artist. Working with colour</td><td>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.</td><td>Pupils will have the skills ready for the Identity project where they make a 3D letter.</td></tr>
</table>
<br>GW: Your character includes arms and legs and raised areas for facial features such as eyes. It has been constructed properly and has a smooth layer of paper mâché and tissue paper. Your character includes clear facial features and an accessory. BI: Your character includes arms and legs and raised areas for facial features and clothes. It has been constructed properly and can stand up. The paper mâché and tissue paper has been smoothed down correctly. The overall look of your character shows creativity and is eye-catching as you have added bold colour and more than one accessory. EW: Your character includes arms and legs and raised areas for facial features and clothes. It has been constructed so its sturdy and can stand up on its own. You have chosen your tissue paper colours carefully and smoothed them down. The overall look of your character shows creativity as you have added extra accessories and recycled items.
</td>
<td rowspan="7">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.<br><br>Key words for learning/ Tier 2/3 Vocabulary<br>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.<br>Construct – Build or make<br>3D – Three-Dimensional. Giving the illusion of depth or varying distances.<br>GCSE/Subject Links: DT and Media, Designing and model making.<br><br>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.<br><br>How will we know they have learned this? Practical Evidence, ST Tracking exams, Assessment books and questioning.<br><br>Careers<br>Costume designer, Set designer, Graphic designer, Animator, Character Artist, Theatre help.<br><br>Assessment<br>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.<br>Mens health awareness month/disability confident month<br>Diwali<br>Remembrance Sunday<br>Transgender awareness week<br>World Diabetes Day<br>World AIDS day<br>Christmas Day<br>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr><td>9-Nov</td><td>B</td><td>ST1 (core only)</td></tr>
<tr><td>16-Nov</td><td>A</td><td>ST1 (core only)</td></tr>
<tr><td>23-Nov</td><td>B</td><td>12</td></tr>
<tr><td>30-Nov</td><td>A</td><td>13</td></tr>
<tr><td>7-Dec</td><td>B</td><td>14</td></tr>
<tr><td>14-Dec</td><td>A</td><td>15</td></tr>
<tr><td colspan="3">Christmas Holiday</td><td colspan="2">6 weeks (6 lessons)</td></tr>
<tr>
<td>4-Jan</td>
<td>B</td>
<td>16</td>
<td><u>Bar code – creative drawing</u><br><br>Look at existing ‘wacky’ barcode designs. Using pupils’ own hobbies/likes design a bar code incorporating these. eg; the prongs of a hairbrush could turn into the lines of a bar code/ paint drips down a tin could be used as a bar code. Using line</td>
<td>Creativity and line work<br>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.<br><br>Key words for learning/ Tier 2/3 Vocabulary</td>
</tr>
</table>

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<table>
<tr>
<td>11-Jan</td><td>A</td><td>17</td>
<td rowspan="5">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.<br><br>
<table>
<tr><th>Prior – Y7</th><th>Current</th><th>Next – Y9</th></tr>
<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>
</table>
<br>GW: Pupils have researched 'wacky' barcodes<br>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</td>
<td rowspan="5">Drawing - a picture or diagram made with a pencil, pen, or crayon rather than paint<br>Creativity – the use of imagination or original ideas to create an image; inventiveness<br>Detail – to give full information about<br>Composition - the action of putting things together; formation or construction<br><br>GCSE/ Subject Links<br>DT & Media, designing.<br><br>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.<br><br>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.<br><br>Careers<br>Costume designer, Set designer, Graphic designer, Animator, Book illustrator, Character Artist.<br><br>Assessment<br>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.<br>LGBT+ History month<br>Holocaust memorial day<br><br>World Hijab Day<br>Children's mental health week.<br>Safer internet day<br>Chinese New Year<br>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr><td>18-Jan</td><td>B</td><td>18</td></tr>
<tr><td>25-Jan</td><td>A</td><td>19</td></tr>
<tr><td>1-Feb</td><td>B</td><td>20</td></tr>
<tr><td>8-Feb</td><td>A</td><td>21</td></tr>
<tr><td colspan="2">Half-Term</td><td colspan="3">6 weeks (6 lessons)</td></tr>
</table>

<table>
<tr>
<td>22-Feb</td>
<td>B</td>
<td>22</td>
<td rowspan="6"><u>Line work – Pattern/ painting</u><br><br>Simple lines and shapes when put together can create detailed and intricate patterns. Then when simples 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 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.<br>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. 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.<br><br>
<table>
<tr><th>Prior – Y7</th><th>Current</th><th>Next – Y9</th></tr>
<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>
</table>
<br>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</td>
<td rowspan="6">Creativity and colour work<br>Use your creativity design pattern/zentangle. Consider composition when apply the pattern to the face and continue to develop shading skills using paint.<br><br>Key words for learning/ Tier 2/3 Vocabulary<br>Accuracy – the state of being precise or exact<br>Detail – to give full information about/ not simple<br>Composition – the artistic arrangement of the parts of a picture<br>Translucent - allowing light, but not detailed shapes, to pass through; semi-transparent.<br>Blending – the action of mixing or combining things together<br><br>GCSE/ Subject Links<br>D&T, Media – Designing.<br><br>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.<br><br>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.<br><br>Careers<br>Designer, Wallpaper designer, Window Dresser, Print designer, graphic designer.<br><br>Assessment<br>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.<br>Women's history month<br>Ramadhan begins<br>World Down Syndrome day<br>Transgender day of visibility</td>
</tr>
<tr>
<td>1-Mar</td>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>8-Mar</td>
<td>B</td>
<td>24</td>
</tr>
<tr>
<td>15-Mar</td>
<td>A</td>
<td>ST2</td>
</tr>
<tr>
<td>22-Mar<br>finish on Thursday 25th</td>
<td>B</td>
<td>ST2</td>
</tr>
</table>

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<table>
<tr><td></td><td></td><td></td><td>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 seamlessly.</td><td>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td></tr>
<tr><td colspan="5">Easter Holiday 5 weeks (5 lessons)</td></tr>
<tr><td>12-Apr</td><td>A</td><td>27</td><td rowspan="5"><u>Mini unit</u><br><u>Skills based unit – developing shading and blending with colour pencils</u><br><br>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)<br>Evaluation of own and peer work, learning how to improve and develop the skills.<br><table><tr><th>Prior</th><th>Current</th><th>Next – Y9</th></tr><tr><td>Recall of the different techniques and shading experiments from Y7.</td><td>All students have experimented with shading and blending techniques and trying to get their work to blend seamlessly.</td><td>Pupils build on and practise the skills they have learned. There is drawing and shading in every project.</td></tr></table><br>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</td><td rowspan="5">Shading & blending<br>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.<br>Learning about colour ranges.<br><br>Key words for learning/ Tier 2/3 Vocabulary<br>Shading – slight variation or difference of colour<br>Blending – the action of mixing or combining things together<br>Tone – a particular quality of brightness, deepness or hue of a shade/colour<br>Primary colours –Yellow, Red and Blue. Colours that can't be created by mixing<br>Secondary colours - Orange, Purple and Green. Colours that can be created by mixing a combination of primary colours<br><br>GCSE/ Subject Links: Maths/Geometry<br><br>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.<br><br>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.<br><br>Careers<br>Architect, structural engineer, CAD drawing, Graphic designer, medical imaging, astronomer/aerospace industry.<br><br>Assessment</td></tr>
<tr><td>19-Apr</td><td>B</td><td>28</td></tr>
<tr><td>26-Apr</td><td>A</td><td>29</td></tr>
<tr><td>3-May<br>(Bank holiday Mon)</td><td>B</td><td>30</td></tr>
<tr><td>10-May</td><td>A</td><td>31</td></tr>
</table>

<table>
<tr><td>17-May</td><td>B</td><td>32</td><td rowspan="2">of the colour ranges. White has been skilfully used to highlight, and darker tones have been used to lowligh</td><td rowspan="2">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.<br><br>Good Friday<br>Easter Sunday<br>Autism and stress awareness month.<br>World Malaria Day<br>Lesbian visibility day<br>UK national walking month.<br>Deaf awareness week<br>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td></tr>
<tr><td>24-May</td><td>A</td><td>33</td></tr>
<tr><td>Half-Term</td><td colspan="3">7 weeks (7 lessons)</td><td></td></tr>
<tr><td>7-Jun</td><td>B</td><td>34</td><td rowspan="3"><u>Hundertwasser – Acrylic or water colour painting</u><br><br>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.<br><br>
<table>
<tr><th>Prior – Y7</th><th>Current</th><th>Next – Y9</th></tr>
<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>
</table>
<br>GW: Pupils can recognise the work of Hundertwasser. They have researched and collected relevant information and images the drawing is recognisable as being</td><td rowspan="3">Creativity and colour work<br>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.<br><br>Key words for learning/ Tier 2/3 Vocabulary<br>Accuracy – the state of being precise or exact<br>Detail – to give full information about<br>Composition – the artistic arrangement of the parts of a picture<br>Blending – the action of mixing or combining things together<br><br>GCSE/ Subject Links<br>D&T, Media – Designing.<br><br>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.<br><br>How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning.<br><br>Careers<br>Designer, Wallpaper designer, Window Dresser, Art Therapist.<br><br>Assessment</td></tr>
<tr><td>14-Jun</td><td>A</td><td>35</td></tr>
<tr><td>21-Jun</td><td>B</td><td>36</td></tr>
<tr><td>28-Jun<br>(SJBF Inset)</td><td>A</td><td>37</td><td></td></tr>
</table>

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| | | | | |
|---|---|---|---|---|
| 5-Jul | B | 38 | 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 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. | 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. |
| 12-Jul | A | 39 | | *LGBTQ+ pride month.*<br>*Gypsy, Roma and Traveller history month.*<br>*world day against child labour*<br>*autistic pride day*<br>*World refugee day*<br>**Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term) |
| (Total: 190 Days) | | | | |

## Prompt Questions

**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?**

**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)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?