



ART Y8 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

YEAR 8 CURRICULUM MILESTONES: ART

<p>Term 1: Graffiti and Typography</p>	<p>Students will explore renowned graffiti artists such as Banksy, Basquiat, and Keith Haring, along with local artists like Kid Acne and Phlegm. They will also study artists who incorporate typography into their work, like artist Jasper Johns. Using this research, students will design custom trainers and create trainer card sculptures.</p> <p>Pupils will gain an understanding of the history of graffiti as an art form, its cultural and political roots and its evolution into street art. They will develop their knowledge of various graffiti lettering styles, such as tags (simple signatures), throw-ups (quick, bubble-like letters), and wildstyle (complex, interconnected forms), enabling them to experiment with different graffiti techniques. Pupils will explore the use of colour in typography and graffiti, learning how to create shadows, highlights, and depth to make their letterforms pop, and how to use colour for impact and meaning. Understand the difference between typefaces and how to use them to suit intentions. Develop knowledge of artist who use typography in their artwork such as Jasper Johns and develop their own interpretation. Pupils will apply all their knowledge of letterforms, colour theory, composition, and graffiti styles to create a final, cohesive artwork.</p>
<p>Term 2: Pop Art</p>	<p>Pupils will research the work of Pop Artists such as Andy Warhol and Roy Lichtenstein using their work as inspiration to produce a selection of art work. This will include design work, an onomatopoeia card sculpture and repeat printing.</p> <p>Pupils are introduced to the origins of Pop Art, key artists (e.g., Andy Warhol, Roy Lichtenstein, Richard Hamilton), and its emergence in the 1950s-1960s as a response to mass media and consumer culture such as advertising, comic books, and celebrities. They will understand Pop Art concepts such as the use of bright, saturated colours, comic-book-style dots (Ben-Day dots), and repeated imagery (as seen in Warhol's screen prints). Understand the themes of consumerism and mass production in Pop Art by incorporating brand logos, product packaging, or everyday items into their artwork, questioning the relationship between art and commerce. Pupils can apply what they've learned to develop their own Pop Art inspired image, combining elements of popular culture with their own personal interest.</p>

<p>Term 3 Sweets</p>	<p>Students will explore the vibrant, hyper-realistic works of contemporary artist Sarah Graham. Inspired by her colourful and detailed paintings, students will create their own pieces that emphasise realism, colour, and playful subject matter.</p> <p>Pupils will understand the concepts of the artist Sarah Graham and how she uses bold, saturated colours and reflective surfaces in her work. They will be able to observe and recreate how light interacts with shiny, colourful objects like wrappers and sweets. Gain an understanding of the hyperrealistic style and build on their knowledge of composition in their artwork by arranging sweets to create interesting, dynamic layouts. develop observational drawing skills by practicing drawing sweets, accurately capturing their proportions, shapes, and details. Pupils develop an understanding of depicting texture, such as the smooth surface of hard sweets or the crinkled foil of wrappers learning how to use shading, highlights, and reflections to achieve realism in their drawings or paintings. Pupils build on their prior learning of blending techniques, using coloured pencils, paints, and pastels to create smooth transitions between shades, mimicking the glossy, shiny surfaces. Develop an understanding of scale and enlargement.</p>
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YEAR 8 ASSESSMENT MILESTONES: ART

<p>Term 1: Graffiti and Typography</p>	<p>Pupils skills and knowledge are assessed using a graduated scale: emerging, developing, secure and mastery. Key pieces of work within the projects are assessed.</p> <p>Skills assessed within this project are: Observational drawing, graffiti style and influence, Critical Analysis of Typography and Graffiti, use of media, terminology.</p> <p>Pupils also complete a drawing assessment each half term that lasts an hour in exam conditions</p>
<p>Term 2: Pop Art</p>	<p>Pupils skills and knowledge are assessed using a graduated scale: emerging, developing, secure and mastery. Key pieces of work within the projects are assessed.</p> <p>Skills assessed within this project are: Observational drawing, shading and tone, use of colour, composition, application of media, use of pattern, artist studies, self reflection and art terminology.</p> <p>Pupils also complete a drawing assessment each half term that lasts an hour in exam conditions</p>
<p>Term 3: Sweets</p>	<p>Pupils skills and knowledge are assessed using a graduated scale: emerging, developing, secure and mastery. Key pieces of work within the projects are assessed.</p> <p>Skills assessed within this project are: Observational drawing, shading and tone, composition, perspective and space, application of media, artist studies, self reflection and art terminology.</p> <p>Pupils also complete a drawing assessment each half term that lasts an hour in exam conditions</p>