



St George's School
ART Department
Year 8 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p>Understanding portraiture. A more complex drawing task than year 7 work. Thus BUILDING on prior drawing skills. PORTRAIT FEATURES</p>	<p>Portrait painting / oil pastel. Exploring skin tones and how to mix acrylic paints effectively. Thus BUILDING on previous year 7 colour work. PORTRAIT FEATURES- USING THESE TO CREATE PORTRAIT STUDIES</p>	<p>Exploring Art from other non western cultures, cultures. Understanding other cultural art genres. Pen and Ink decorative designs. BUILDING on year 7 ink work in the aquatic project. ADINKRA PATTERNS SKETCHBOOK SPREAD OF ADINKRA STUDIES</p>	<p>BUILDING on year 7 elementary clay / sculpture work. Clay or mixed media masks or tiles or totems much more complex in skill demands. ADINKRA PATTERN TAKEN INTO LINO PRINT DYING CLOTH KENTE CLOTH</p>	<p>Complete printing project work. Printing. On lino BUILDING on more elementary year 7 drawing and portrait drawing in year 8. DESIGN OF CLAY FORMS OF ADINKRA PATTERN - OR ADINKRA PATTERNS ON SMALL SLAB POTS (OR NATURAL FORMS)</p>	<p>Complete clay work. Printing. BUILDING on more elementary year 7 drawing and portrait drawing in year 8. DESIGN OF CLAY FORMS OF ADINKRA PATTERN - OR ADINKRA PATTERNS ON SMALL SLAB POTS (OR NATURAL FORMS extension project)</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>Proportion Accuracy Pencil and thumb measuring. Gridding up (mathematics)</p>	<p>Colour mixing Portrait artist understanding. Accurate gridding and drawing. BUILDING on previous tonal drawing.</p>	<p>Research. Cultural understanding. BUILDING on year 7 exploration of non western art. More depth expected.</p>	<p>Clay work. Handling tools. BUILDING on the ability to handle tools with confidence.</p>	<p>Handling printing equipment and tools. Artist research. Detailed linear and tonal drawing.</p>	<p>Problem solving. Dexterity of construction.</p>
<p>FEEDBACK <i>Noteworthy tasks and assessments</i></p>	<p>Sketch book spreads.</p>	<p>Portrait outcome.</p>	<p>Sketch book spread.</p>	<p>Clay mask / tile. Feedback in class and via PR's.</p>	<p>Sketch book spread</p>	<p>Print outcomes. Assessed and feed back in class.</p>
<p>All sketch book spreads are assessed utilising the Department target stamp. The visual nature of successive spreads and this target stamp informs and articulates progress.</p>						
<p>BREADTH <i>Opportunities, trips, wider reading, cultural capital</i></p>	<p>Researching portrait artists. BUILDING on narrative painting research from year 7.</p>	<p>Understanding the different and individual styles of portrait artists.</p>	<p>Cultural understanding.</p>	<p>Cultural understanding.</p>	<p>Understanding of issues to do with recycling and artists who utilise scrap and waste materials.</p>	<p>Understanding of techniques in order to handle print materials. Decorative design.</p>

KEY VOCABULARY <i>Important words and phrases</i>	Proportion Facial features Variation of tone	Skin tones	Utilise vocab sheets and writing frames.	Gouge Embellish Relief form.	Print Decorative Design Linear	
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