



Curriculum Summary Document

Year 8 – Art & Design

Pride

Respect

Success

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
Being an Architect	Autumn Term & Spring Term 1	<p>Students will begin their Architecture Project by learning about different architects, such as Zaha Hadid, Santiago Calatrava, Frank O'Gehry. They will recognise where they are from by identifying Cornish/local landmarks.</p> <p>They will learn how to use a camera; by visually understanding how to capture different shapes and forms within structures and buildings, they will explore with different angles and viewpoints. They will learn how to edit and present their photoshoot using photoshop.</p> <p>To practically understand shape and form, students will extend their drawing skills by creating a series of observational studies exploring different techniques, using their own photographs.</p> <p>Students will experiment with the Poly printing process. They will create a series of prints making their very own cityscape, where they will be encouraged to look at, marks, pattern, and shape, whilst exploring with different coloured inks and papers.</p> <p>Students will be introduced to the artists Antoni Gaudi and Barbara Hepworth. They will practically start to understand their work through the method of carving. Shapes and forms will be carved out of a bar of soap! Specialised tools will be used to help refine and smooth similar curves and create fluid organic forms similar to the artist's work.</p> <p>Students will extend their knowledge of Architecture and 3D form by exploring the work of David Umemoto. Students will learn how to twist, cut, and build structures out of card. Craft knives will be used to create refined, specific shapes to help form a strong structure.</p> <p>Students will learn about Pawel Baron. They will draw from their own sculptures and take the style of his work, using marks, and pattern to create a stylised outcome for their Architecture project.</p>	<p>Students will develop an awareness of design and how it is informed by the world around us, and how form has function in architecture. Their knowledge and skill in 3-Dimensional media will be extended by problem solving with a more diverse range of media.</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History – art history & timelines.</p> <p>Science.</p> <p>Photography Technology.</p> <p>Engineering.</p>

<p>Pop Art - The Power of Words</p>	<p>Spring Term 2 & Summer Term</p>	<p>In this project students will explore Pop Art, through use of communication and visual language.</p> <p>Students will use the influence of different Pop Artists to inspire their work and learn how different themes and contexts within Pop Art can portray identity, message and meaning through the 'Power of Words.'</p> <p>They will begin the project by reinforcing their knowledge of using a camera and how to capture a strong photographic image, by learning how to create their own Yayoi Kusama installation, representing both identity through dots and Pop Art.</p> <p>Students will be introduced to the work of Roy Lichtenstein, where they will learn how he became one of the main figures of Pop Art and how he was inspired by the comic strip. Students will use this knowledge, understanding and influence, to design their own comic book style image. They will learn how to construct and compose an image using portrait photography, dots, and text. Students will learn how to combine both image and text effectively to tell a story.</p> <p>Students will extend their knowledge of Pop Art and text by learning how to express their voice in Art, through use of Oracy. They will be introduced to the work of the artist Shantell Marton and Robert Indiana and practically understand how to incorporate this into installation Art, inspired by the power of words as a form of communication. Students will learn about different artists who use stylised font in their work, such as Bob and Roberto Smith and Ben Eine.</p> <p>Students will learn how to create a final piece using the stencil process. They will use the influence of Pop Art and power of words, both visual and spoken, to inspire their design ideas. Students will use drawing for design purposes and develop a positive message to use within their work, incorporating stylised font to express a thought or opinion and core character values.</p> <p>They will use practical problem-solving skills to control when cutting, incorporate techniques to allow stencils to be successful. They will consider use of</p>	<p>Talking about art and using words as an art form will develop students' visual literacy.</p> <p>Students will use art and cultural artefacts as stimuli, for engaging with each other and the world around them.</p> <p>They will learn how to use descriptive language to share feelings and responses to art, as well as express ideas and opinions.</p> <p>Student will develop an awareness of how to use their voice in art. This will encourage student questioning and analysis, as well as generating intrigue and curiosity.</p> <p>Students will develop an awareness of design within art and advertising. Their knowledge and skills in 2-Dimensional media, will be extended by creative thinking, collaboration, problem solving, as they experiment with new ways to create art.</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History – art history & timelines.</p> <p>English – quotes, expressing a viewpoint, keywords & literacy.</p> <p>Drama – use of voice, character & expression.</p> <p>CLASS – reflective about own beliefs and perspective on life.</p>
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