


Department	ART AND DESIGN	 <b>HeathPark</b> EVERY PUPIL ALWAYS IN FOCUS
Key Stage	KEY STAGE 3 – Year 8	

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Autumn 1, Autumn 2 and Spring 1	Food for thought	Students will be exploring the theme of food. Students will begin by researching their food theme (chosen by the teacher) and exploring how food has been used within art and design over centuries and why. Students will explore both traditional and contemporary methods of creating artworks, drawing inspiration from a range of artists. Students will explore areas of ceramics; 3D design and craft within their project. The project will build upon their knowledge learnt in Year 7 with students being able to develop their knowledge and skills in more depth. Students will complete their project by working together as a group to create a joint final piece based on what they have learnt. Students will develop their collaboration skills and knowledge of installation.	Food in Art	<ul style="list-style-type: none"> <li>• How has food been portrayed in art over time.</li> <li>• Exploring different food groups.</li> </ul>	Half term reviews  Written and verbal feedback	Food for thought knowledge book
			Initial ideas mood board	<ul style="list-style-type: none"> <li>• How to present information in a creative way.</li> <li>• How to use colour, shapes and textures that links with their theme.</li> <li>• How to analyse the artwork using key vocabulary</li> </ul>		
			Primary observation	<ul style="list-style-type: none"> <li>• How to consider angles and perspective when recording from primary observation.</li> <li>• How to apply a range of tones.</li> <li>• How to record detail with tone</li> </ul>		
			Medieval food drawings pen and pencil	<ul style="list-style-type: none"> <li>• How to record accurate proportion</li> <li>• How to apply a range of tones.</li> <li>• How to work with pen</li> <li>• Artist research and analysis</li> </ul>		
			Faurves – Oil pastel	<ul style="list-style-type: none"> <li>• How to blend colours using oil pastels</li> <li>• The different textures you can create using oil pastels</li> <li>• How to layer oil pastels to add detail.</li> <li>• Artist research and analysis</li> </ul>		

			Mono printing	<ul style="list-style-type: none"> <li>To understand the process of mono printing</li> <li>To understand how tone and texture can be used with mono printing to add visual interest.</li> </ul>		
			Watercolour	<ul style="list-style-type: none"> <li>How to blend two colours together</li> <li>How to add detail to a painting using the tip of your paintbrush</li> <li>Artist research and analysis</li> </ul>		
			Surrealism – Collage	<ul style="list-style-type: none"> <li>How to cut specific sizes and shapes to fit neatly together in an image</li> <li>To understand how bringing different imagery together can create unusual and peculiar imagery.</li> <li>To understand the surrealist movement</li> <li>Artist research and analysis.</li> </ul>		
			Contemporary art – Food art	<ul style="list-style-type: none"> <li>How art can be created using different objects.</li> <li>Art vocabulary</li> <li>Artist research and analysis.</li> </ul>		
			Pop art – Clay Sculpture	<ul style="list-style-type: none"> <li>How to create simple and complex structures</li> <li>How to work with different 3D materials</li> <li>How to apply different types of paint.</li> </ul>		
			Installation art – Final class outcome	<ul style="list-style-type: none"> <li>Use previous knowledge to create artwork</li> <li>How to make decisions and improvements to your work.</li> </ul>		
Spring 2, Summer 1 and Summer 2	One rodent's journey	Students will complete a illustration project based on rodents. Students will begin by exploring the perception of rodents and their characteristics comparing these to	Rodent mood board	<ul style="list-style-type: none"> <li>How to research appropriately</li> <li>Creative presentation</li> <li>How to find key information using the internet</li> </ul>	Half term reviews	Rodent knowledge book

		<p>different characters portrayed in the media. This can also be linked to real life perceptions of people. Students will then create their own rodent character providing it with an identity, profession and characteristics. Students will then create their character either using 3D materials or digitally. Using their sculpture students will then bring their character to life through creating a cartoon narrative about the a day in the life of their character and illustrating said narrative using primary and secondary observations from their sculpture.</p>	<p>Character perceptions</p>	<ul style="list-style-type: none"> <li>Combining historical information with their own and others' perceptions of rodents over time</li> </ul>	<p>Written and verbal feedback</p>	
<p>Artist research and analysis</p>	<ul style="list-style-type: none"> <li>The role of an illustrator</li> <li>Artist research and analysis</li> </ul>					
<p>Character design</p>	<ul style="list-style-type: none"> <li>How characters are designed</li> <li>Character profile</li> <li>Characteristics</li> <li>Difference between sketching and drawing</li> </ul>					
<p>3D Rodent</p>	<ul style="list-style-type: none"> <li>Sculptural techniques</li> <li>Working with fabric</li> <li>How to create accessories</li> <li>Character modelling and sculpture</li> </ul>					
<p>Observational studies</p>	<ul style="list-style-type: none"> <li>Primary observation</li> <li>Secondary observation</li> <li>Working with colour</li> <li>Blending and mark making</li> <li>Angles and viewpoints</li> <li>Perspective</li> <li>Warm and cool colours</li> </ul>					
<p>Writing a narrative</p>	<ul style="list-style-type: none"> <li>Story writing</li> <li>Poem writing and structure</li> </ul>					
<p>Designs and final outcome</p>	<ul style="list-style-type: none"> <li>Book making</li> </ul>					