



Curriculum Map

Subject: Art

Year Group: 8

	Autumn 1/Autumn 2	Spring 1/ Spring 2	Summer 1/Summer 2
Content Nature	<ul style="list-style-type: none"> Topic: Environment Art History: 1900-1950 The intent of this project is for students to consider their environment, pattern & design. To develop their broader knowledge of the surrounding environment Trip to Tate Modern 	<ul style="list-style-type: none"> Topic: Environment Art History: 1900-1950 The intent of this project is for students to consider their environment, pattern & design. To develop their broader knowledge of the surrounding environment 	<ul style="list-style-type: none"> Topic: Environment Art History: 1900-1950 The intent of this project is for students to consider their environment, pattern & design. To develop their broader knowledge of the surrounding environment
Skills	<ul style="list-style-type: none"> Knowledge and skills: Using a viewfinder, design, observational drawing, collage and composition Media: Pen, pencil, coloured pencil, chalk pastel, 2D collage Artists/ movements: Futurism, Cubism, Modernism. Georgia O'Keeffe, Henri Matisse Outcomes: Construct a concertina sketchbook and cover, series of observational drawings, collages and paintings. A3 chalk pastel close-up piece 	<ul style="list-style-type: none"> Knowledge and skills: Design, observational drawing, collage, composition and 3D construction Media: Pen, pencil, watercolour, chalk pastels, poly block prints, cardboard construction Artists/ movements: Futurism, Cubism, Modernism: Pablo Picasso and Georges Braque Outcomes: Collaged mono-print and cardboard construction inspired by Cubism 	<ul style="list-style-type: none"> Knowledge and skills: composition, colour, shape, observational drawing, Cubism. Media: Pen, pencil, watercolour, chalk pastels, collage, cardboard Artists/ movements: Gino Severini, Charles Sheeler Fauvism, Cubism, Modernism Outcomes: Drawings, paintings and collages based around Futurism
Key questions	<ul style="list-style-type: none"> Understanding Modernism and its impact on Art History How do artists use their environment as inspiration in their work? How did modernist artist reject past ideas in art? 	<ul style="list-style-type: none"> Understanding Cubism and its impact on Art History How can artists inspire a design/construction? How did Cubism play with the idea of perspective in the artwork? 	<ul style="list-style-type: none"> Understanding Futurism and its impact on Art History The urban environment and how it inspired Futurism How is light and form represented in Futurism? How did Cubism inform Futurism?
Assessment	<ul style="list-style-type: none"> All homework marked and assessed by the teacher Formative next step assessment marked by teacher, student and peers. Analyse and comment on the 	<ul style="list-style-type: none"> All homework marked and assessed by the teacher Formative next step assessment marked by teacher, student and peers. Analyse and comment on 	<ul style="list-style-type: none"> All homework marked and assessed by the teacher Formative next step assessment marked by teacher, student and peers. Analyse and comment on the

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	context of their own and others' work and explain how their own ideas have influenced their practice	the context of their own and others' work and explain how their own ideas have influenced their practice	context of their own and others' work and explain how their own ideas have influenced their practice
Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> • Literacy: Research and write about select artists/movements: • Artists: Georgia O'Keeffe, Henri Matisse • Numeracy needed to use measurements correctly construct the concertina • SMSC: Discussion of how history influences artists output 	<ul style="list-style-type: none"> • Literacy: Research and write about select artist/movement • Artists: Pablo Picasso, Georges Braque • Numeracy: Geometric shapes used when creating cubist art • SMSC: Encouraged to add features/symbols in cubist constructions that's reflect the pupils identity 	<ul style="list-style-type: none"> • Literacy: Research and write about select artist/movement • Artists: Gino Severini, Charles Sheeler • SMSC: Discussion of how history influences artists output