Art	
The Year 8 Art and Design curriculum actively encourages pupils to engage with the work of a range of artists, designers and crafts people from a diverse range of cultures and times, in order to get pupils to 'think like artists' and produce their own work inspired by this. Year 8 delivers **project-based tasks and satellite** projects that develop transferable skills relevant to all Yr. 9 extended projects. Art and Design is a subject area that often reveals a different skill set in pupils from a variety of backgrounds and academic ability. All students are expected to challenge themselves visually and written. A holistic approach is taken when standardising pupils' achievement with progress being measured though technical ability, experimentation and the ability to orally reflect on your work.	
Year 8 Art	
	All Year 8 Art projects are developed to allow students to access and engage in social, emotional and visually challenging imagery and subject areas. Taught skills throughout Year 8 are developed and transferable over the duration of KS3 and 4. All students (including gifted and talented) are expected to complete tasks to a high standard. They are expected to have developed a subject specific language by the end of Year 8 and be able to apply this reflectively in their own learning. All students are expected to develop a deeper understanding of the tasks set and apply these as transferable skills across a broad curriculum throughout school. All students should strive to make at least 1 whole level of progress.
Zoom in	**Term 1 Urban Art** The year 8 Urban Art Project develops understanding, awareness of the role of art in society. Pupils look in detail at the work of Banksy and Keith Haring developing their own understanding of why, when and where their artwork was made and the links to the wider world. Developing pupil's awareness of slogan and image in mass culture. The project challenges all pupils to engage in discussion on appropriateness, ethics and emotional intelligence. **Term 2 and 3 Urban Art** Pupils will create a variety of individual responses to the artist work they explored in term 1. They will experiment with materials and processes to develop their own graffiti based responses. They will learn how to use and manipulate oil pastels and water colour paint in a way that allows them to realise their intentions. **Term 4 Day of the Dead** The Day of the Dead project begins by allowing pupils to research and explore the Mexican culture in relation to the festival and the artwork that is created in response to it. Pupils use their thinking skills to explore the work of Frida Kahlo and consider what it is and was like to be an artist working in a different part of the world with a culture that is considerably different to our own. **Term 5 and 6 Day of the Dead** Pupils create printing based outcomes based on their previous research and understanding of the festival and the work of the artist Sylvia Ji and Beatriz Milhazes. This part of the project focuses on developing skills to produce a

	repeat or layered print. This practical skill is developed in conjunction with a social and emotional response to the cultural subject area studied. Pupils will develop knowledge and understanding of the printing processes linked to artists and artwork combined with experimental colour theory ideas and processes. Pupils are also set **Art Challenges** at the end of each project to assess retention of knowledge and to demonstrate skill and ability level. Students are challenged on both **visual** and **written ability**. They will also have the opportunity to reflect and comment on learning achievements and progress made.
Pitch it up	In each project the most able art pupils will be challenged to push and develop their skills so that they use the relevant materials, techniques and processes with detail and confidence. Each project deals with a variety of knowledge and skill development and below are some ways in which the most able are challenged in each: **Term 1** Most able pupils will be challenged to make contextual links between the work of a variety of artist including Banksy and Keith Haring who make urban artwork. They will be asked to communicate the links between the work of these artist and their own ideas. Most able pupils will develop their own original ideas in response to the research and analysis that they carry out. Pupils will all be encouraged to 'say it better' when exploring work both with written and oral reflection. **Term 2 and 3** Pupils will develop their use of material experimentation in a detailed and accurate way when using oil pastel in order to blend colours on the graffiti name tag. They will be able to link their own ideas and way of working to the artists they have studied. The most able pupils will create artwork that is ambitious in scale and quality. Pupils will all be encouraged to 'say it better' when exploring work both with written and oral reflection. **Term 4** Most able pupils will understand in detail how the Day of the Dead festival links to the Mexican culture and its significance to artwork made in response to it. Pupils will be asked to communicate in detail using keywords and descriptive language, how the different cultures celebrate moments in life connected with birth and death. Pupils will all be encouraged to 'say it better' when exploring work both with written and oral reflection. **Term 5 and 6** Pupils will plan how they will make personal responses to these through using print making and by designing their own unique patterns, rather than simply using the patterns that already exist. Most able pupils will make ambitious outcomes that have clear elements that link to the festival and culture studied. Pupils will all be encouraged to 'say it better' when exploring work both with written and oral reflection.

Pre-requisite knowledge	Expectations are that all pupils arrive having experience some of the below at Primary School. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketchbooks to record their observations and use them to review and revisit ideas. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. about great artists, architects and designers in history.
Wider framework next steps	The Year 8 project-based tasks introduce all pupils to skills and techniques required to commence project tasks during Yr9 and entry to GCSE. The NLL Art & Design curriculum at KS3 provides all learners with a diverse and creative experience through focused projects and tasks. These projects and tasks allow all learners to gain the skills and knowledge to use materials, techniques and processes that are then further developed through KS4 AQA GCSE Art and Design, 3D Design and Photography options. Pupils will leave the Art and Design department with: • The ability to work safely and independently using a range of skills. • The ability to use a range of materials, techniques and processes that allow them to realise their creative ideas. By the end of KS4 pupils who have opted for a GCSE subject will have experienced both historical and contemporary art practitioners and movements through a variety of projects and tasks in readiness for portfolio preparation and entry to Post 16 Education at both 6th Form and College.
Curriculum Hinterland	**Project 1 - Urban Art** This project develops pupils' awareness of the role graffiti plays in society. It addresses the importance of freedom of speech and the appropriate way to use this in our current society and how it can change/mould our perception. This project will challenge and develop the understanding of the role the artist plays within the community and furthermore the town and country from which they work. **Project 2 - Day of the Dead** This project celebrates and embraces a cultural awareness of death. It allows pupils to reflect on the notion of celebration in a subject area that is often only look at as a formality. Pupils will also study contextual artists that also embrace this philosophy. This project will challenge and develop the understanding of the role the artist plays within the community and furthermore the town and country from which

	they work.
Authentic connections inc. SMSC	These projects are designed to develop an inquisitive mind in each individual pupil. The projects cover a variety of cross curricular and cultural standing points. These range from moral/cultural standings within urban art to focusing on how we read expressions in the work of the artist Frida Kahlo. Pupils are asked to be honest in the narrative that they provide for the contextual studies aspects of the course and to openly discuss how they feel about the works of art they are viewing. **Spiritual** Pupils explore personal identity, emotions, and beliefs through creative expression. They are encouraged to reflect on their own experiences and the world around them, gaining a deeper appreciation for the beauty and meaning in life. **Moral** In the year 8 Art project students engage in discussions about moral issues such as. Pupils are encouraged to express their views responsibly and understand how artists can influence society. For instance, students might analyse and respond to works that challenge peoples views about a topic like mental health in relation to how some artists saw the world like Keith Haring and Frida Kahlo. **Social** Students collaborate in their year 8 art lessons in a range of ways. They support each other with idea development and peer assessment. They also learn to share the space and environment. Communication, and respect for others' ideas is an important part of working as an artists and students are encouraged to do this. **Cultural** The year 8 formal elements project exposes students to a wide range of artists work with a range of both historical and contemporary links. The artists are from different cultures around the world. This fosters appreciation and understanding of diverse cultural heritages. For instance, students might study the work of Banksy, Keith Haring, Sylvia Ji and Beatiz Milhaze who are artists from a range of times, cultures and backgrounds.
Careers	In year 8 there will be links within the projects where we talk to pupils about how their skills link to the world of work including different jobs and career paths. We will also tell pupils when skills link to other subject areas so that they make these important links. These opportunities will include understanding that researching the work of artists is an important skill to many jobs as collecting and presenting relevant information feeds into many roles including jobs in the police, industries linked to manufacturing, medicine and all range of product design. Developing the ability to work both collaboratively as well as independently links to careers like teaching, the construction industry and heath care careers. Being a creative thinker is important in many job roles including games and

	web designers, computer programmers, theatre and costume design. Working in the TV and film industries. In Art and Design lessons pupils develop many transferable skills that are relevant to the world of work. These include: Creative Thinking - architectural designer, web designer, fashion designer Independent Working - animator, set designer Realising Intentions Museum curator, costume design, film production Researching – Art Librarian, Interior designer Presenting Ideas – Advertiser, Creative director, Illustrator Working Collaboratively Art Teacher

Resources

www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study
www.nationalgallery.org.uk
www.tate.org.uk
www.npg.org.uk
www.vangoghmuseum.nl/nl
www.turnercontemporary.org

KPI Sheet
YR8 SOW working document

Assessment

At KS3 teachers use the school KPI system which follows the same assessment objective format focusing on observation, research, experimentation and outcome. The addition of reflection has been added to assist with the documenting and moderating progress.

Assessments at KS3 informs teachers of the progress needs and specifically any knowledge gaps or technical weaknesses that need to be addressed or revisited. These are addressed through focused projects across all year groups to ensure that each technical skill is revisited at least once to ensure confidence and knowledge prior to KS4 entry.

- September Baseline Challenge Task

At KS4 assessment is used to ensure all the assessment objectives set out by the examination board are meet. In addition, clear assessment at KS4 also provides pupils with an accurate assessment of current attainment and allows for gap filling and attainment improvement. Intervention is provided for all students with a sketchbook surgery once a week and an open-door policy for all pupils to complete outstanding one afternoon between 3-4pm each week.