




	Year:	8	Subject:	Art	Autumn 1: Photography	Autumn 2: Drawing	Spring 1: Sculpting			
Intent	Subject Concepts (Substantive knowledge) 		<ul style="list-style-type: none"> Art History, Cultures and Industry 	Photography/Photographers Joseph Parra and Lucas Simones	Prior Knowledge: <ul style="list-style-type: none"> Includes limited descriptive language Includes formal elements when analysing art 		Prior Knowledge: <ul style="list-style-type: none"> 	Context of Cubism: Art Nouveau and African Culture. Picasso and Kimmy Cantrell focus	Prior Knowledge: <ul style="list-style-type: none"> Can record factual information Includes limited descriptive language Identify how the plan to use prior knowledge in their own practice 	
				Experimentation: materials, process and technique	Hands-on manipulation of photographs: layering, collage, weaving	Prior Knowledge: <ul style="list-style-type: none"> 	Mark making techniques dry materials: pencil, fine liner and biro	Prior Knowledge: specific to birds <ul style="list-style-type: none"> You can apply the tache technique using poster paint 	Manipulating cardboard for 3D forms and textures. Developing joining techniques.	Prior Knowledge: <ul style="list-style-type: none"> You can apply the technique of wire and papier-mache
				Recording: written	Annotation, research and analysis of portraiture	Prior Knowledge: <ul style="list-style-type: none"> Annotation of technique and process 		Prior Knowledge: <ul style="list-style-type: none"> 	Analysis and comparison of work by Picasso and Cantrell	Prior Knowledge: <ul style="list-style-type: none">
				Recording: visual	Photography – portraits and self-portraits	Prior Knowledge: <ul style="list-style-type: none"> What is a photograph 	Detailed studies of facial features: eye, mouth, nose, ear	Prior Knowledge: specific to birds <ul style="list-style-type: none"> Replicate an image with line Replicate shape and form of an image Replicate 1-2 tonal ranges of an image Replicate textures and patterns of an image Replicate fine details of an image 	Colour pencil studies from Picasso and Cantrell to aid analysis and idea development	Prior Knowledge: <ul style="list-style-type: none"> You can apply colour pencil technique
				Resolution development and presenting	Photocollage – self portrait	Prior Knowledge: <ul style="list-style-type: none"> You can apply a photography technique – portrait You can apply the technique of collage 	Photocollage – self portrait with drawn features	Prior Knowledge: <ul style="list-style-type: none"> Can produce an outcome that mirrors the example given 	Development of 4 design ideas for mask outcome Basis of mask using cardboard	Prior Knowledge: <ul style="list-style-type: none"> Can produce an outcome that mirrors the example given
	Health & Safety			<ul style="list-style-type: none"> Craft knives Scissors 	<ul style="list-style-type: none"> Scissors 	<ul style="list-style-type: none"> Craft knives Scissors 				
	Disciplinary Knowledge			<ul style="list-style-type: none"> How artists use photography to develop ideas as well as outcomes 		<ul style="list-style-type: none"> How artists develop their style taking inspiration from historical Art as well as cultures. How visual artists develop knowledge of cultural appreciation over appropriation. 				
Impl	Common Misconceptions			<ul style="list-style-type: none"> Subject specific language differences light and lighting 	<ul style="list-style-type: none"> Proportions of the features Selecting different marking making to replicate textures 	<ul style="list-style-type: none"> Making links and connections between Art Movements and cultures; identifying similarities 				

	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Photocollages to be layered rather than sculptural • Writing framework for analysis • Formal elements support sheets. Written with visual aids. • Modelling of technique using visualiser; reinforced with 1-2-1 mirroring • Praise given for independent approaches to encourage creativity 	<ul style="list-style-type: none"> • Building up layers of tone and mark making to develop depth • Reference to students own prior practise to set personalised targets • Sequencing of tasks linked to outcome example. • Small chunks / short instructions with timings to support independent work on a sustained task 	<ul style="list-style-type: none"> • Writing framework for analysis • Formal elements support sheets. Written with visual aids. • Dice game for ideas development • Flow chart diagram to plan process
		Disadvantaged Students	<ul style="list-style-type: none"> • Links made to apps that replicate approach for increased accessibility 	<ul style="list-style-type: none"> • Opportunity to explore self-expression through development of self-portraits and own representation in Art 	<ul style="list-style-type: none"> • Cultural capital – experience of a diverse range of art materials to include sculpture. • Wider knowledge of Art history as well as cultural diversity
		More Able Students	<ul style="list-style-type: none"> • Encouraged to combine techniques and processes to progress beyond mirroring 	<ul style="list-style-type: none"> • Encourage students to aim for realism • Encourage students utilise more than 1 material and technique. 	<ul style="list-style-type: none"> • Encouraged to combine influences from more than 1 source for their design
	Literacy/Numeracy Skills 	Vocabulary:	Photography. Photomanipulation. Content. Theme. Technique. Process. Material. Layering. Cut out. Weaving. Folding. Distortion.	Formal elements Line – width, heavy, light. Tone – range, dark. Mark making. Texture. Depth. Form. Technique. Blending. Realism. Proportions.	Sculpture. 3D. Shape. Form. Dimension. Structure. Design. Relief. Influence. Inspiration. Response. Manipulation. Technique. Process. Material.
		Reading:	<ul style="list-style-type: none"> • Extract on the photography of Joseph Parra and Lucas Simones • Key language support sheets 		<ul style="list-style-type: none"> • Extract on the Art of Picasso and Cantrell • Key language support sheets
		Writing:	<ul style="list-style-type: none"> • Labelling using subject specific language • Use of BUG to analyse artists work 	<ul style="list-style-type: none"> • Labelling up facial features anatomy 	<ul style="list-style-type: none"> • Labelling of designs using subject specific language • Use of BUG to analyse artists work
		Oracy:	<ul style="list-style-type: none"> • Articulating opinion using subject specific language 		
		NUMERACY	<ul style="list-style-type: none"> • Geometric shapes; angles 		<ul style="list-style-type: none"> • Geometric shapes; 3D shapes
	Digital Strategy 		<ul style="list-style-type: none"> • Use of app to distort photographs 	<ul style="list-style-type: none"> • Use of app to explore compositional ideas with the layering of facial features 	
	Home Learning			<ul style="list-style-type: none"> • Use of app to explore manipulation of self-portrait photographs to replicate artistic styles 	
Impact	Composite Assesment		Date: Week 1/2 Content: Artist analysis	Date: Week 3/4 Content: Drawing technique	Date: Week 1/2 Content: Resolution development