

Art Year 8 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	- Record shapes accurately and lightly in pencil from observation - Explore and experiment with scale, layers and position to create an abstracted composition - Colour theory of contrasting/analogous colours-shades and tints - Mix and layer various wet and dry media - Research and analyse the work of notable artists.	- Use sketching and drawing techniques to create an accurate natural form drawing and print - Experiment with composition using shapes, lines, marks, pattern and collage - Use observation studies of natural forms - Experiment with print design and processes - Explore mono, press/polyboard and chine colle printing techniques - Layer oil pastel and acrylic to create a surface suitable for sgraffito - Use negative mark making to create form, texture and tone - Research and analyse the work of notable artists.	- Record forms, using pencil to create realistic studies of various natural forms within a semi abstract composition from observation - Mark making techniques in pen to add depth to form and depict texture/pattern - Colour theory of contrasting/analogous colours - Manipulate watercolour paints and coloured pencils to achieve varied opacities, tones and detailed textures - Research and analyse the work of notable artists.
Students will be able to....	- Consider light, reflections, shadows and highlights. - Further refine observational skills and develop the ability to work on an enlarged scale - Experiment with a range of media, learning how to manipulate and layer media	- Further refine observational sketching/drawing skills - Explore and experiment with various compositions that are well composed with colour, layers, shapes, lines and forms	- Use individual research to help develop their ideas, including research of natural form illustration - Develop the ability to work on different scales - Consider light, reflections, shadows and highlights.

	appropriately to achieve tone, texture and balance. ● Produce an abstract composition that explores scale, colour, tone, texture and shapes. ● Present their own work which is well considered and shows development and refinement of skills/techniques	● Explore compositions and their understanding of positive and negative space. ● Create a clean, bold and stylised print ● Select best design to develop compositional ideas through experimentation and plan a refined final design ● Experiment with layering coloured oil pastel and acrylic to create a scratchable surface ● Extend knowledge of mark making techniques with sgraffito - exploring form, pattern , texture and form ● Present their own work which is well considered and shows development and refinement of skills/techniques	● Further refine observation skills ● Further refine line weight and mark making techniques in more detail and accuracy ● Further refine skills in applying flat washes, graduated washes and variegated washes in watercolour ● Applying colour and textural detail in colour pencil ● Produce semi abstract composition that explores scale, patterns, tones and shapes. ● Present their own work which is well considered and shows development and refinement of skills/techniques
Key assessments	● Baseline drawing and painting test- Buttons ● Picasso inspired Cubist fractured tableware- mixed media	● Alison Headley inspired natural form prints- Series of printed outcomes to include polyboard, mono and chine colle. ● Sgraffito birds- oil pastel and acrylic	● Ernst Haeckle - inspired pen fragmented fossil squares. ● Watercoloured version of fragmented fossil square.

Formal elements covered	• Tonal Values • Form • Texture • Pattern • Shape • Line • Colour	• Tonal Values • Form • Texture • Pattern • Shape • Line • Colour	• Tonal Values • Form • Texture • Pattern • Shape • Line • Colour
---------------------------------------	---	---	---

Range of expected Key Stage 3 levels for Year 8 Art

Autumn Term 2B - 3C	Spring Term 2A - 3B	Summer Term 3C – 3A
---------------------------------------	---------------------------------------	---------------------------------------