





## Curriculum Overview for Art and Design Year 8

<p><u>Spring: Fantasy Landscapes</u></p>		
<p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- That artists embrace the things which make them who they are and where they come from: their culture, background, and experiences. They use these in their work to help them create work which others can relate to or a glimpse into another way of life.</li> <li>- That people are the sum of lots of different experiences, and that through art we can explore the world around us.</li> <li>- That we can use techniques such as layering, sgraffito and scumbling to create a sense of atmosphere, time and nostalgia.</li> <li>- That as viewers we can then “read” imagery made by other people, unpicking symbolism, line, shape, colour to help us understand the experience of the artist.</li> <li>- That landscapes and cityscapes can portray emotion.</li> <li>- That architecture can be inspired by the natural world and that financial implications mean this is less often used in the commercial world.</li> </ul>		<p>Reading Art History passages to inform written responses about artworks/techniques, demonstrating comprehension and summarisation.</p> <p>Subject specific vocabulary with etymology</p> <p>Analysis of artists’ work, verbalising and expressing an opinion in written format</p>
<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The colour of objects in a landscape are impacted by the sun and the time of day. Objects may appear different to how we might expect- careful observation is key.</li> <li>- The colour-wheel can help when mixing specific tones or variations of a colour.</li> <li>- We can select specific mediums, colour palettes, tools and techniques to create desired effects, and this may change as ideas develop. The effect of these choices can impact the success of an artwork and how others respond to the visual imagery.</li> <li>- That we adapt to mistakes and that this can often become areas of success once re-worked.</li> </ul>		<p><b>Line, tone, shape, form, texture, colour &amp; space</b></p> <p>Architecture, atmosphere, basic shape technique, biomimicry, blotting, building, cross-hatching, composition, detail, distance, dotwork, dry brush, enlarge, environment, evocative, experience, facade, Gaudi, gradient, heavy pressure blending, detail, horizon, horizontal, gradient, influence, ink, layering, light pressure blending, light source, linework, masking, mixed-media, observation, oil pastel, organic, man-made, parallel, perspective, Post-Impressionism, scale, scumbling, sgraffito, silhouette, stippling, symbolism, urban, Van Gogh, vertical, wash</p>
		<p>Live marking at regular intervals throughout the project</p> <p>Frequent peer and self-assessment</p> <p>Continual verbal feedback</p>
		<p>Art Homework booklet with specific homework tasks to be completed in chronological order as the unit progresses.</p>