




Curriculum Overview for Art and Design

Year 8

<p>Term 3: Fantasy Buildings</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> – That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. – That we can make creative choices which both serve ourselves as individuals and the communities we belong to. – That we can use form, structure, materials, and scale to design innovative buildings. – That we can build architectural models to test out our ideas and share our vision. – That artists and architects can draw inspiration from personal experience, the natural world and dreamscapes. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> – That we can experiment with and exploit art materials, be inventive with how we use them, taking creative risks and enjoy accidents as well as planned successes. – Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc – Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building – Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. 		<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>Line, tone, shape, form, texture, colour & space</p> <p>Abstract, actual texture, armature, bending, bleed, blotting, bronze, carve, commission, complimentary, cool, cross-hatching, decorative, detail, distortion, dry-brush, elongation, evaluate, exaggeration, free-standing, gradient, hatching, harmonious, imaginative, implied texture, layering, manipulation, line-weight, line-work, mark-making, media/medium, maquette, marble, observation, papier mache, pliers, proportion, relief, scale, sculpting, stippling, stylised, surface texture, twisting, vibrant, wash, warm, wet-on-wet</p>
		<p>Recall tasks</p> <p>Live marking at regular intervals throughout the project</p> <p>Frequent peer and self-assessment</p> <p>Continual verbal feedback</p> <p>End of unit assessment</p>
		<p>Art Homework booklet with specific homework tasks to be completed in chronological order as the unit progresses.</p>