



# Art



Archdiocese of Liverpool

**Curriculum intent:** **Good Judgement:** Pupils will become critical thinkers who are able to make independent and informed decisions. They are taught skills in self-reflection and giving and receiving constructive feedback. **Celebrate different perspectives:** Art projects teach creativity and open-ended thinking. Pupils express themselves and understand that there is always more than one possible approach and solution. Mistakes are an expected part of problem solving. Pupils investigate different points of view and the opinions of others (from different contexts e.g. other countries, periods of time, genders and faiths) All are tolerated and appreciated. **Exploration and experimentation:** Pupils will master basic skills linked to the art formal elements, developing hand-eye coordination. These are divided into four strands in the progression maps which link directly to the four assessment objectives at GCSE level. **Self-Expression:** Sharing feelings and ideas. Learning the importance and subtleties of non-verbal communication. Supports a sense of well-being and improves concentration.

## Year 8

TERM 1

### Content

The Day of the Dead- Drawing Skills

The Day of the Dead- 3D personal response

- Love and Remembrance.
- Looking at the beliefs and traditions of Catholic children in other parts of the world

### Concepts and Skills

**The big question: How can we create the illusion of 3D shape and form?**

**Observational Drawing:** Building on and extending experience of drawing and mark-making skills. **Numeracy and Proportions-** use of guidelines and grids to create accurate studies. **The big question: What is The Day of the Dead?** **Knowledge and Understanding: Literacy** A creative written presentation about the theme. Use of key words and art vocabulary. **Home learning Project:** Day of the Dead Challenge. **Creating a 3D personal response**

TERM 2

Decoration of 3D personal response

Landscapes inspired by the work of David Hockney

**Decorating a 3D personal response**

**The big question: What would Hockney do?**

Pupils learn about the role of drawing and mark making in art. They explore different methods of mark making and creating texture.

**Knowledge and Understanding: Literacy** A creative written presentation about the theme. Use of key words and art vocabulary.

**Numeracy-**pupils learn basic rules of perspective to communicate scale and distance in their own creative composition.

TERM 3

Architecture and the Environment

- Investigating the work of Artist/Architect/Eco-Activist Hundertwasser

**The big question: How important is the environment?**

**Knowledge and Understanding** Pupils develop the ability to become critical thinkers who are able to make independent and informed decisions about the environment. They consider how collective small actions forge changes in the world around us. **Literacy-**presentation about Hundertwasser's work

**What would Hundertwasser do? Creating a personal response.**Self-Expression. Creating a 3D building inspired by the patterns and ethos of Hundertwasser.

