

# Landau Learner Curriculum Overview

Subject: Art & Design

Director of Learning: GM Year: 8

Curriculum organisation				
Students are taught in mixed ability for the equivalent of two single lessons per fortnight. Topics are termly and Students are taught about a wide range of historical and contemporary contextual sources including artists, art movements and cultural influences. Skills spiralled throughout projects Where possible projects follow a chronology from one to the next, allowing us to go into greater depth with contextual connections.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1: Making Faces	Term 2: Cubism	Term 3: Movement of the Figure	Term 4: Sealife	Term 5: Numbers
<p><b>Formal elements:</b> Line, shape, space  <b>Media &amp; techniques:</b> Continuous line, Minimal portraits, culture  <b>Contextual Sources:</b> exploring abstract emotion in Weeping Woman , Kris Trappeniers, Julian Opie, Picasso, Mexican Day of the Dead</p>	<p><b>Formal elements:</b> Shape, Line, Texture, colour value  <b>Media &amp; techniques:</b> Drawing more complex forms, exploring cubist techniques  <b>Contextual Sources:</b> Cubism movement, Juan Gris, Pablo Picasso, Georges Braque</p>	<p><b>Formal elements:</b> Line, shape, space  <b>Media &amp; techniques:</b> Figure drawing, creating movement, exploring the use of space in a composition  <b>Contextual Sources:</b> Marcel Duchamp, Keith Haring, Oscar Wilson</p>	<p><b>Formal elements:</b> Line, pattern, tonal value,  <b>Media &amp; techniques:</b> Drawing fish, mark making, collage, abstracting with pattern, monoprinting  <b>Contextual Sources:</b> J.Vincent Scarpace, Andreas Pries</p>	<p><b>Formal elements:</b> Space, line, composition,  <b>Media &amp; techniques:</b> low relief Analytical comparison of artists using no.5, practical work demonstrating influences of prior learning  <b>Contextual Sources:</b> Jasper Johns, Robert Indiana, Charles Demuth</p>
<p><b>Prior Learning:</b> Year 7 Term 2: Line,  <b>Term 5: African masks</b>  <b>National Curriculum:</b> students are taught to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work  <b>Curriculum Intent:</b> students build cultural capital in all projects using a wide variety of both historical and contemporary influences</p>	<p><b>Prior Learning:</b> follows on directly from Year 8 Term 1 with Picasso Link. Also relates to Year 7 Term 1 and abstract art.  <b>National Curriculum:</b> students are taught about the history of art, including major movements.  <b>Curriculum Intent:</b> curriculum is logically sequenced</p>	<p><b>Prior Learning:</b> links to term 1&amp; term 2 chronologically with art movements.  <b>National Curriculum:</b> students know about great artists, and understand the historical and cultural development of their art forms.  <b>Curriculum Intent:</b> projects engage and inspire, challenge stereotypes and broaden minds</p>	<p><b>Prior Learning:</b> builds on understanding of line and tone from year 7 Term 3, Term 4 and Term 5.  <b>National Curriculum:</b> students will use a range of techniques to record their observations  <b>Curriculum Intent:</b> opportunities to practice what they know, constantly building and deepening their knowledge and skills</p>	<p><b>Prior Learning:</b> students apply media and techniques acquired in earlier projects.  <b>National Curriculum:</b> students should be taught to develop their creativity and ideas, produce creative work and increase proficiency in their execution.  <b>Curriculum Intent:</b> Students are empowered to develop work which is highly skilled and imaginative</p>
Equipment needed for sessions:			What can you do to support your child?	
Sketchbook (provided) Pencil, ruler, rubber, sharpener, Ball point pen			Encourage your child to look, photograph, collect, explore and record the world around them. Take your child to art galleries to view works of art first hand. Encourage your child to develop a growth mind-set and accept mistakes as part of the learning process. Encourage your child to talk to you about the artists and cultures they are learning about. Encourage your child to practice their art skills.	
How will learning be assessed and progress measured?			Extension and enrichment activities:	
The four assessment objectives students are assessed on in all projects are: AO1: Develop ideas through investigations, AO2: Refine work AO3: Record ideas, observations and insights, AO4: Present			Art extension – every Wednesday Opportunities to enter competitions	