

## Year 8 Topics

**In year 8** we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<p><b>The principles of design</b></p> <p><b>Mark making , point line texture</b></p>	<p>Teach the mastery of Drawing, increasing the range of drawing skills and approaches.</p> <p>Teach drawing control with pencil , biro, felt tip pens transfer methods- tracing paper</p> <p>Teach about drawing the structure of interweaving forms</p> <p><b>theme</b> weaving forms – ropes, chains etc.</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques</p> <p>Drawing mastery through a range of techniques and approaches</p> <p>Learning about the quality of line</p> <p>Primary and secondary observation skills.</p>	<p>Drafting, sketching</p> <p>Observation.</p> <p>Co-ordination, Dexterity, control.</p> <p>Point, line, thick, thin, heavy , feint, curvilinear, angular, directional, contour line</p> <p>continuous line drawing , contour line drawing, emotive line , sensitive line , gestural versus more mechanical technical drawing</p> <p>interweaving</p>	<p>Spatial motor skills</p> <p>Research skills</p> <p>Reflection skills</p> <p>Analysis skills</p> <p>Independence skills</p> <p>Communication skills</p> <p>Evaluation skills</p> <p>Oracy skills</p> <p>Work experience</p> <p>Study visits</p> <p>Careers</p>
	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach control over dry materials and equipment – pencil , biro, charcoal/chalk, paper , rulers, felt tip pens, wax resist, pen ink wash</p> <p>Mixing stick materials</p>	<p>Control over the application of dry materials and equipment – pencil, biro, charcoal/chalk, paper, rulers, felt tip pens.</p> <p>Exercises, techniques and materials associated with each formal element.</p> <p>Control of point and line and texture through -Density, ratios, weight, Proximity, layering, balance and unity</p>	<p>Techniques, Co-ordination, Dexterity</p> <p>Point , line , Measurement , Point, line, thick, thin, heavy , feint, curvilinear, angular, directional, contour line , line sensitivity.</p> <p>texture, density, mark making, rendering, scumbling, stippling, scraffito, implied, real, Grouping , Gestalt, Density, ratios, weight, Proximity, layering, balance and unity</p>	<ul style="list-style-type: none"> <li>• <b>Evaluation-</b> Evaluating the potential of materials through testing.</li> <li>• <b>Analysis-</b> Critical analysis of the work of other designers and artists as well as students' own work.</li> <li>• <b>Creativity-</b> development of a personal response to sources of inspiration</li> </ul>

	<p><b>Theme</b> Small objects</p>	<p>Texture – through mark making with tone</p> <p>Control of the tone of line and point</p>		<p>Creativity expressed through presentation of ideas</p> <ul style="list-style-type: none"> <li>• Creating design ideas based on the work of other artists and designers, experimenting with a range of materials and media.</li> </ul>
<p><b>The principles of design</b></p> <p><b>Positive/negative shape and space</b></p>	<p>Teach the mastery of Drawing, increasing the range of drawing skills and approaches.</p> <p>Teach drawing exercises, techniques and processes to control shape and develop close scale 3D.</p> <p>Teach control of blending Chalk pastels v oil pastels blending</p> <p><b>Theme</b> Instruments</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques.</p> <p>Drawing mastery through a range of techniques and approaches.</p> <p>Distinguish between regular /irregular/ structured shape.</p> <p>Learning to draw with shape building</p> <p>Learning about simple composition strategies- zoom and focus using windows to select and design</p> <p>Primary and secondary observation skills.</p> <p>Learn to apply colour theory – effects of Complementary versus analogous colour schemes</p>	<p>Experimenting , Exploring , Media, blending, chalk, oil pastel,</p> <p>Frames, sections, zoom, close up</p> <p>Regular, irregular, structured , Shape, symmetry, asymmetry, arrangement, composition, focus, impact,</p> <p>Selection, shape analysis, axis,</p> <p>analogous, harmonious, complementary</p>	<p><b>Literacy-</b> Annotation of research and design work using subject specific vocabulary accurately.</p> <ul style="list-style-type: none"> <li>• <b>Numeracy-</b> Working out scales, ratios, proportions, measurements</li> <li>• <i>Using golden mean and geometry to guide layouts and compositions</i></li> <li>• <b>Independence-</b> expressed through creative choices And personal research , thematic selection and development</li> <li>• <b>Problem solving skills-</b> technical problem solving creative problem solving</li> </ul>

	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach control over materials and equipment –Paper, Scissors, mono printing Stencil/block printing</p> <p>Teach about drawing structure</p> <p><b>Theme</b> Utensils, tools,</p>	<p>Control over the application of dry materials and equipment – Paper, Scissors,</p> <p>Exercises, techniques and materials associated with each formal element.</p> <p>Learning about principles of design, Control of shape and space through -Depth, layers, textural contrast , variations on a theme, repetition, Balance and Unity</p>	<p>Paper, scissors, ink, burnish, block, stencil, roller, monoprint,</p> <p>Shape, dimensions, arrangement, balance, unity, Positive, Negative.</p> <p>Shape, space,Depth, layers, textural contrast , variations on a theme, repetition, Balance and Unity</p>	<ul style="list-style-type: none"> <li>• <b>Oracy</b> – open question discussions – ‘what is Art’ group talk – about an art work</li> </ul> <p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• Technical control and mastery of a range of materials.</li> <li>• Mark making.</li> <li>• Observational drawing</li> <li>• Artist appreciation.</li> <li>• aesthetic awareness</li> <li>• aesthetic judgement</li> </ul>
<p><b>The principles of design</b></p> <p><b>Basic tone</b></p> <p><b>Value and form</b></p>	<p>Teach drawing mastery of drawing increasing the range of drawing skills and approaches.</p> <p>Teach drawing exercises, techniques and processes to control of tone and form</p> <p>Teach about drawing the structure of overlapping layers.</p> <p><b>Theme</b> Boxes, ribbons, bows, ropes, drapes</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques.</p> <p>Drawing mastery through a range of techniques and approaches including mass value tonal drawing sculptural tone</p> <p>Control of Tone through, posture, grip , circular blending, body awareness, draw from elbow</p> <p>Shape add tone sequence</p> <p>Primary and secondary observation skills.</p>	<p>Experimenting , Exploring , Media,</p> <p>Tone, blending, scales, ratios, Shape , form, sculptural tone, value, key , contrast</p> <p>tonal scales tonal plane perspective</p> <p>mass value tonal drawing sculptural tone Overlapping , layers</p>	
	<p>Teach the mastery of art and design techniques across a range of materials</p>	<p>Control over the application of dry materials and equipment – charcoal, chalk, graphite sticks,</p>	<p>Charcoal, chalk</p>	

	<p>Teach control over materials and equipment – Charcoal and chalk Graphite sticks on grey paper</p> <p>Teach about drawing close scale 3D with tone</p> <p><b>Theme</b> Padlocks, keys</p>	<p>Exercises, techniques and materials associated with each formal element.</p> <p>Control over basic shapes and forms- edge clarity/ identifiable viewpoint</p> <p>Control of tone and form through – Understanding keys and values Contrast Balance Unity</p>	<p>Clarity, shape definition, viewpoints Graphical tone shapes Blended tone Highlights Mid tone Shadow keys and values Contrast Balance Unity</p>	
<p><b>The principles of design</b></p> <p><b>Colour</b></p>	<p>Teach drawing mastery of drawing increasing the range of drawing skills and approaches.</p> <p>Teach drawing exercises, techniques and processes to control of colour and form</p> <p>Teach control over materials and equipment - Watercolours and poster blocks , powder paint</p> <p>Teach about drawing using shape analysis</p> <p><b>Theme</b> Cogs, screws, pegs,</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques.</p> <p>Drawing mastery through a range of techniques and approaches <i>Control of colour Saturation,</i></p> <p>Learning about colour theory palettes / complementary v analogous Colour opaque/transparent</p> <p>Learning about shape add tone add texture sequence</p>	<p>saturation, consistency, flow , brush, palette, load, pigment, binder, blending, wash,</p> <p>primary, secondary, tertiary, neutral, tints, shades, hue, complementary, analogous, transparent, opaque,</p>	

	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach control over materials and equipment – colour pencil</p> <p>Teach about drawing using symmetry and shape</p> <p><b>Theme</b> Toys</p>	<p>Control over the application of dry materials and equipment – colour pencil</p> <p>Exercises, techniques and materials associated with each formal element -Mixing harmonies Mixing complementary colours</p> <p>Learning about control of Tone through, posture, grip , circular blending, body awareness (draw from elbow ) layering and surface texture techniques.</p> <p>Learn shape add tone add texture sequence</p>	<p>Blending, hatching, cross hatching,</p> <p>Hue, tint, tone, shade, value, key, complementary , harmonious, neutral, tertiary, primary, Colour , Tonal control, Colour/tone equivalence</p>	
<p><b>The principles of design</b></p> <p><b>Perspective</b></p>	<p>To improve their mastery of Drawing, increasing the range of drawing skills and approaches.</p> <p>Teach about drawing using shape analysis, and perspective cues</p> <p><b>Theme</b> Cans and bottles</p>	<p>Learning about Fit to page And Scale control</p> <p>Learning about Balance of positive and negative shape</p> <p>Learning about Plane control basics and Basic focal point dynamics</p> <p>Learning about Plane and One point perspective, composing multiples, space through layers, overlapping, directional pointing and foreshortening</p> <p>Learn about curving forms in space</p>	<p>Perspective , planes , background, foreground , middle ground , orthographical lines, horizon, focal point, vanishing point, size regression, tone regression, Angles, diagonals, horizontal, vertical, recession, measurement, layers, overlapping, depth cues, directional pointing , foreshortening</p>	

	<p>Teach the mastery of art and design techniques across a range of materials - Cardboard relief</p> <p>Teach about constructing using vertical , horizontal and planes</p> <p><b>Theme</b> Doors and windows</p>	<p>Learning control over the application of materials and equipment – Cardboard relief, paint, ink, felt tips,</p> <p>Exercises, techniques and materials associated with each formal element. Control of shape and space through -Depth, layers, textural contrast , variations on a theme, repetition, Balance and Unity</p> <p>Learning about basic tonal scales drawing and tonal perspective-</p> <p>Learning about tonal plane perspective</p>	<p>Frames, borders, boundaries</p> <p>Scale, ratio, proportion, balance, Focal point , emphasis ,orientation, directionality, planes, horizontal, linear, vertical, Depth, layers, textural contrast , variations on a theme, repetition, Balance, Unity</p>	
<b>Presentation and recording</b>	Learn how to use sketch books to record observations, review and revisit ideas	<p><b>ALL TOPICS</b></p> <p>Learning to communicate their intentions and ideas to others in a written form</p> <p>Learning to clearly record ideas through a wide range of Annotation techniques and approaches.</p> <p>Learning how to methodically explain techniques and processes.</p>	<p>Intentions, clarity, explain, evaluate, analyse , label, express, annotate, compare, Annotation</p> <p>Active notes</p> <p>Describing content and concepts</p> <p>Comparative description</p> <p>Justifying</p> <p>Analysing enquiry,</p> <p>Investigation, connection,</p> <p>Context, application</p>	
		Learning about the aesthetics of visual presentation and how this reinforces and support the communication of intentions and design processes.	<p>Sketchbook, layout, balance, communication, development ,</p> <p>Thumbnails</p> <p>Rearrange, insert, addition, subtraction , amend, modify, delete, obscure</p> <p>Folds / flaps /extensions and pull outs</p>	

			Protective measures Overlays Visual flow Visual scale Visual clarity	
<b>Art history and cultural connections</b>	Learn about great artists, architects and designers in history.	Learning to appreciate a wide range of artists, cultures and designers.  Learning how the formal elements are used in art practices to improve appreciation of visual aesthetics  Learning about the qualities and aesthetics of materials  Learn about how materials and techniques interact and influence what types of art are produced and how they are produced	Mark making – connections  Positive/negative space – connections  Tone and form – connections  Colour theory – connections <i>Paul Klee</i> <i>Georgia O'Keefe</i>  Perspective – connections	
<b>Subject matter and content of art</b>		Learn about thematic subject content to develop understanding and skills.	Natural forms Organic Leaves and flowers Shells Fruit and vegetables Organic free forms fish scales Bubbles, droplets, stones Nature motifs	
<b>CAREERS</b>	more in depth information about careers potential in these key areas	Learn about the scope of each of these areas and skills and purposes differ	Fine Art Graphics Architecture	