

Art Year 8 Long Term Plan

Key: Recap/Retrieval
Rigour (Vocabulary/Disciplinary knowledge/Reading/Careers)
Cultural Capital/SMSC
Numeracy
Cross Curricular

Week/ Lesson	Term	Topic	Knowledge	Skills
1	Autumn T1 Project 1: Pop Art	Pop Art: Introduction	<ul style="list-style-type: none"> Understand the key features of 'Pop Art' 	Complex activity: Writing genre: Complex activity: Research task into the history of Pop Art Writing genre: 'Understanding the elements of art' (Reading focus)
2		Pop Art: Primary, Secondary & Tertiary Colours	<ul style="list-style-type: none"> Revise the 'Elements of Art' Understand the formal element of colour within Art & Design. Bi-Weekly evaluation 	Complex activity: Creation of a primary and secondary colour wheel (Preparation for personal evaluation) Writing Genre: Personal evaluation of student findings. (Vocabulary focus) & History of Culture & Colour' (Reading and careers focus)
3		Pop Art: Andy Warhol	<ul style="list-style-type: none"> To understand the history behind Andy Warhol's work. To understand the theory behind Andy Warhol's work. 	Complex activity: Research task on Andy Warhol and specific work, explored by students in Week 4 Writing genre: 'Who is Andy Warhol?' (Reading focus)
4			<ul style="list-style-type: none"> To understand the visual language within Andy Warhol's work. 	Complex activity: Creation of Andy Warhol production 1 – Planning & Coloured Pencil (Preparation for personal evaluation)

			<ul style="list-style-type: none"> • Bi-Weekly evaluation 	
5		Pop Art: Roy Lichtenstein	<ul style="list-style-type: none"> • To understand the history behind Roy Lichtenstein's work. • To understand the theory behind Roy Lichtenstein's work. 	Complex activity: Creation of Roy Lichtenstein production – Planning & Printing (Preparation for personal evaluation) Writing genre: 'Who is Roy Lichtenstein?' <i>(Reading focus)</i>
6			<ul style="list-style-type: none"> • To understand the visual language within Roy Lichtenstein's work. 	Complex activity: Creation of Roy Lichtenstein production - Printing (Preparation for personal evaluation)
7		Pop Art: Final Piece Logo Selection & Colour Experimentation	<ul style="list-style-type: none"> • Understand use of planning and its key features. 	Complex activity: Mark Making Experimentation (Preparation for personal evaluation) Writing genre: Mark Making within Art
8			<ul style="list-style-type: none"> • Understand the key features of 'Pop Art' • Bi-Weekly evaluation 	Complex activity: Creation of a line drawing of a specific object (To later relate to an artist work) (Preparation for personal evaluation) Writing genre: 'History of Form & Line' <i>(Reading focus)</i>
9		Autumn T2	Pop Art: Final Piece	<ul style="list-style-type: none"> • Understand use of planning and its key features. • Understand the key features of 'Pop Art'
10	<ul style="list-style-type: none"> • Understand the key features of 'Pop Art'] 			

			<ul style="list-style-type: none"> Understand the use of paint and its key features Bi-Weekly evaluation 	Complex activity: Creation of final piece - Watercolours (Preparation for personal evaluation)
11		<i>Summative Assessment (DD 1)</i> <ul style="list-style-type: none"> Understand the key features of 'Pop Art'] Understand the use of paint and its key features 		
12	Pop Art: Final Piece	<ul style="list-style-type: none"> Understand the key features of 'Pop Art'] 		
13		<ul style="list-style-type: none"> Understand the use of paint and its key features 		
14		<ul style="list-style-type: none"> Bi-Weekly evaluation 		
15		Pop Art: Reflection & Evaluation <ul style="list-style-type: none"> Understand how to produce a strong evaluation. 	Complex activity & writing genre: Personal evaluation of student findings. – Using a writing frame and leading questions to formulate an appropriate response to visual language displayed. (Vocabulary & reading focus)	
16	Spring T1 Project 2: Animals & Insects	Animals & Insects: Introduction <ul style="list-style-type: none"> Recap 'Pop Art' Understand the key features of 'Texture' within Animals & Insects 	Writing genre: 'What is Texture?' (Reading focus)	
17		Animals & Insects: Mark Making Experimentation <ul style="list-style-type: none"> Understand the formal element of texture within Art & Design. Understand the formal element of mark making within Art & Design 	Complex activity: Creation of a mark making experimentation (Preparation for personal evaluation) Writing Genre: Personal evaluation of student findings. (Vocabulary focus) & History of texture & mark making (Reading and careers focus)	

			<ul style="list-style-type: none"> ● Bi-Weekly evaluation 	
18		Animals & Insects: Rosalind Monks	<ul style="list-style-type: none"> ● To understand the history behind Rosalind Monks' work. 	<p>Complex activity: Research task on Rosalind Monks and specific work.</p> <p>Writing genre: 'Who is Rosalind Monks?' (Reading focus)</p>
19		Animals & Insects: Rosalind Monks Oil Pastel Print Experimentation	<ul style="list-style-type: none"> ● To understand the theory behind Rosalind Monks' work. ● To understand the visual language within Rosalind Monks' work. ● Understand the visual principles & features to 'Texture' ● Understand the visual principles & features to Oil Pastels ● Bi-Weekly evaluation 	<p>Complex activity: Creation of Rosalind Monks production – Planning & Oil Pastel (Preparation for personal evaluation)</p>
20		Animals & Insects: Final Piece	<ul style="list-style-type: none"> ● Understand use of planning and its key features. ● Understand the key features of 'Texture' 	<p>Complex activity: Creation of final piece – Planning (Preparation for personal evaluation)</p>
21	Spring T2			
22		<i>Summative Assessment (DD 2)</i>	<ul style="list-style-type: none"> ● Understand the key features of 'Watercolours' ● Understand the use of paint and its key features ● Bi-Weekly evaluation 	<p>Complex activity: Creation of final piece - watercolours background (Preparation for personal evaluation)</p>
23		Animals & Insects: Final Piece		

24			<ul style="list-style-type: none"> Understand the key features of 'Oil Pastels' Understand the use of paint and its key features 	Complex activity: Creation of final piece - oil pastel foreground print background (Preparation for personal evaluation)
25			<p style="text-align: center;">Bi-Weekly evaluation</p>	
26			Animals & Insects: Evaluation	<ul style="list-style-type: none"> Understand how to produce a strong evaluation.
27	Summer T1 Project 3: The Supermarket	The Supermarket: Introduction	<ul style="list-style-type: none"> Recap 'Insects & Animals' Understand the key features of collage & mood boards Understand the formal element of colour within supermarkets. 	Complex activity: Creation of a supermarket themed mood board. Writing genre: 'What is a collage or mood board?' <i>(Reading focus)</i>
28		The Supermarket: Nancy Standlee	<ul style="list-style-type: none"> To understand the history behind Nancy Standlee's work. 	Complex activity: Research task on Nancy Standlee and specific work. Writing genre: 'Who is Nancy Standlee?' <i>(Reading focus)</i>
29			<ul style="list-style-type: none"> To understand the theory behind Nancy Standlee's work. 	Complex activity: Creation of Nancy Standlee production – Magazine collage (Preparation for personal evaluation)

			<ul style="list-style-type: none"> To understand the visual language within Nancy Standlee's work. Understand the key features of collage & mood boards Bi-Weekly evaluation 	
30		The Supermarket: Sarah Grayham <i>Summative Assessment (DD 3)</i>	<ul style="list-style-type: none"> To understand the history behind Sarah Grayham's work. 	Complex activity: Research task on Sarah Grayham's specific work. Writing genre: 'Who is Sarah Grayhams?' (Reading focus)
31			<ul style="list-style-type: none"> To understand the theory behind Sarah Grayham's work. To understand the visual language within Sarah Grayham's work. Understand the key features of coloured pencil Bi-Weekly evaluation 	Complex activity: Creation of Sarah Grayham production – Coloured Pencil (Preparation for personal evaluation)
32		Supermarkets: Claes Oldenburg	<ul style="list-style-type: none"> To understand the history behind Claes Oldenburg's work. 	Complex activity: Research task on Claes Oldenburg's specific work. Writing genre: 'Who is Claes Oldenburg?' (Reading focus)
33	Summer T2		<ul style="list-style-type: none"> To understand the theory behind Claes Oldenburg's work. 	Complex activity: Creation of Claes Oldenburg production – Clay or Cardboard Sculpture – Planning & base of sculpture (Preparation for personal evaluation)

34		<ul style="list-style-type: none"> To understand the visual language within Claes Oldenburg's work. 	Complex activity: Creation of Claes Oldenburg production – Clay or Cardboard Sculpture – Planning & details of sculpture (Preparation for personal evaluation)
35		<ul style="list-style-type: none"> Understand the key features of sculpture Bi-Weekly evaluation 	Complex activity: Creation of Claes Oldenburg production – Clay or Cardboard Sculpture – Planning & painting of sculpture (Preparation for personal evaluation)
36	Supermarkets: Final Piece	<ul style="list-style-type: none"> Understand use of planning and its key features. Understand the key features of 'pencil ' 	Complex activity: Creation of final piece – Planning of (Preparation for personal evaluation)
37		<ul style="list-style-type: none"> Understand use of planning and its key features. <p>Understand the key features of 'pen '</p>	Complex activity: Creation of final piece - Pencil work
38	<i>Summative Assessment (DD 4)</i>	<ul style="list-style-type: none"> Understand use of planning and its key features. Understand the key features of 'watercolours' 	Complex activity: Creation of final piece - Watercolours
39		<ul style="list-style-type: none"> Understand use of planning and its key features. Understand the key features of 'oil pastels' 	Complex activity: Creation of final piece –Oil Pastels

40		Supermarkets: Evaluation	<ul style="list-style-type: none">• Understand how to produce a strong evaluation.	<p>Complex activity & writing genre: Personal evaluation of student findings. – Using a writing frame and leading questions to formulate an appropriate response to visual language displayed.</p> <p><i>(Vocabulary & reading focus)</i></p>
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