OCL Art Curriculum: Long Term Plan

Year 8 - 'The thing that's important to know is that you never know. You're always sort of feeling your way.' Diane Arbus

Core narrative of the year: Investigate, explore, express. **Identity** – The language of expression – symbolism, culture, belonging and difference

Core concepts: Artists tell stories. Artists play with ideas, materials and failure. Art has its own language. Art engages- me and you. Artists ask questions

Principles of Progression:

- **Curricular Narrative** - the skills, knowledge and understanding build on the foundations from Y7 thinking about working more expressively and personally
  - **Skills –** developing the use of formal elements with purpose and intention in drawing, painting, printmaking and making, considering how materials, processes and thinking are used to express different ideas
  - **Knowledge –** key terminology of culture, identity and communication, colour psychology, basics of design theory
  - **Understanding –** how historical and cultural works influence new work and contemporary culture
- **Comprehension to critical thinking –** developing students' ability to understand and respond to images: to describe what they can see, to explain what they know and to interpret what they think. This is delivered through using the 'See, know, think' model of understanding the work of others
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in the context of discussing their work and the work of others. The vocabulary in Year 8 gives them the ability to access complex notions of storytelling, rules and expression, taking risks and visual language thinking about themselves and their place in the world. This language comes from the knowledge organisers that support the core concepts
- **Acquisition and application –** skills will be demonstrated, practiced and applied (I do, we do, you do), taught explicitly and added to over time, practicing previously learnt skills discreetly in a repeated and deliberate fashion when new skills/more complex processes are added
- **Broadening world knowledge -** the context and messaging of works explored is more complex. Cultural/historical works are placed alongside contemporary works for comparison ensuring that works which represent EDI are included. Environmental and personal responsibilities are considered (SDGs)
- **Developing character -** students learn about visual culture to develop personal creativity, they are given opportunities and time to explore materials and ideas to develop resilience and the willingness to take appropriate risks and the confidence to express feelings, thoughts and ideas: developing a sense of self

Core documents:
- MTP (academy development from example project plan)
- Vocabulary slides
- Knowledge organiser
- Example project

Year 8	Autumn	Spring	Summer
	Core Narrative: Identity – The language of expression – symbolism, culture, belonging and difference		
Title	Culture symbols stories	The World and Me	Making sense
Thinking	• work from Western and non-western cultures • understand works of art, decipher meaning or cultural significance	• explore works from traditional, modern and contemporary sources • decode and decipher meaning, messages and stories • consider our place and responsibilities in our environment	• articulate how codes, conventions, symbols and messages in the work of others relates to ours using key terminology • articulate 'the story' of their own work using art language
Exploring	Drawing/printmaking/making skills (3D techniques and materials) • Drawing for intention • Tonal/textural application • composition • making techniques • (printmaking techniques)	Drawing/printmaking/painting skills • Mark making/expressive use of materials • Positive and negative space • Geometric and amorphous shape • Printmaking techniques	Drawing/Digital exploration • Digital capture(photography) • Drawing for design • Stylising ideas – shape and form • Psychology of colour
Recording	• Using different tools to create different marks – line, tone, texture • Describing ideas using subject terminology – See, know, think • Describing ideas using subject terminology – What , how, why	• Using different tools to create different motifs • Describing ideas using subject terminology – See, know, think • Describing ideas using subject terminology – What , how, why	• Using different materials and tools to capture/tell a story • Describe and evaluate ideas– See, know, think • Describe and evaluate outcomes – what, how, why
Making	• record ideas with increasing levels of accuracy and control and expression • develop an outcome using techniques and skills with accuracy and control and expression	• develop a series of ideas • select an idea to resolve • develop an outcome (making multiples) evaluating results	• Devise, develop and make an outcome demonstrating skills and techniques learnt • Demonstrate refinement

Vocabulary (all vocabulary comes from knowledge organiser key language)	- perspective (opinion) - possibilities - potential - symbols	- engaging - expression - identity - universal	- analyse - discover - meaning - restorative
Assessment foci	**Knowledge:** key terminology and formal elements. Recognition of artists and art styles **Skills:** technical skills demonstrating use of formal elements expressively **Understanding:** how the work of artists explores the core concepts – See, know, think	**Knowledge:** key terminology and formal elements. Recognition of artists and art styles **Skills:** technical skills demonstrating use of formal elements expressively **Understanding:** how the work of artists explores the core concepts – See, know, think	Assessment of portfolio