

## 8N - Navigator Curriculum – Long Term Plan Art

	2022 - 2023 Autumn 1 Unit 1	2022 - 2023 Autumn 2 Unit 2	2022 - 2023 Spring 1 Unit 3	2022 - 2023 Spring 2 Unit 4	2022 - 2023 Summer 1 Unit 5	2022 - 2023 Summer 2 Unit 6
Year 8	<p>Topic: Egyptian art</p> <p><b>Suggested Key Questions:</b> Who was Tutankhamun? When did he reign? Who found Tutankhamun's tomb? How do you think Howard Carter and Lord Caveron felt when they discovered the untouched tomb?</p> <p><b>Key skills and knowledge:</b> Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history</p>	<p>Topic: Egyptian art continued</p> <p><b>Suggested Key Questions:</b> What is the grid method? How can it help you to create an accurate drawing? Colour mixing – how can we create the shadows in Tutankhamun's nose? How are you expected to apply water colour in this exercise? How do we hold the brush? What brush size? Where do we rest our hand?</p> <p><b>Key skills and knowledge:</b> Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media.</p>	<p>Topic: Keith Haring</p> <p><b>Suggested Key Questions:</b> Who is Keith Haring? Where and when was he born? How was he inspired by street art? How would we describe his style? Why is his artwork important?</p> <p><b>Key skills and knowledge:</b> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece.</p>	<p>Topic: Keith Haring continued</p> <p><b>Suggested Key Questions:</b> How can we create a Haring character 3D? What must we remember when using dangerous tools like glue gun and knives?</p> <p><b>Key skills and knowledge:</b> Develop an awareness of composition, scale and proportion in their designs, selecting images and materials with purpose based in prior experience.</p>	<p>Topic: Picasso</p> <p><b>Suggested Key Questions:</b> Who is Picasso? Where and when was he born? How is his style unique? How do we draw the face correctly? Why did Picasso choose to draw the faces this way? Are all portraits realistic? Why do artists choose to create them different ways?</p> <p><b>Key skills and knowledge:</b> Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history</p>	<p>Topic: Picasso continued</p> <p><b>Suggested Key Questions:</b> Why did Picasso choose to paint in pink and blue? What happened to him to make him feel so sad? What changed and made him feel happier? How does your portrait reflect Picasso's style? What other ways can portraits be manipulated?</p> <p><b>Key skills and knowledge:</b> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work,</p>

<b>Links to Gatsby benchmark</b>	<p>4. Linking curriculum learning to careers</p> <p>Careers in art history, archeology/ research</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Product design and illustration. Artist history and research</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in fine art and illustration. Art history / research</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in fine art, design and illustration.</p>
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