

8v - Venture Curriculum – Long Term Plan Art

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
Year 8	<p>Topic: Egyptian art</p> <p>Suggested Key questions: 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>Key Skills and knowledge: Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Making links to their own work. Will look at and talk about own work and that of other artists and the techniques they use.</p>	<p>Topic: Egyptian art continued</p> <p>Suggested Key questions: 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 out hand?</p> <p>Key Skills and knowledge: Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p>	<p>Topic: Keith Haring</p> <p>Suggested Key questions: 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 art work important?</p> <p>Key Skills and knowledge: Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Making links to their own work. Will look at and talk about own work and that of other artists and the techniques they use.</p>	<p>Topic: Keith Haring continued</p> <p>Suggested Key questions: How can we create a Haring character 3D? What must we remember when using dangerous tools like glue gun and knives?</p> <p>Key Skills and knowledge: Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Topic: Picasso</p> <p>Suggested Key questions: 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>Key Skills and knowledge: Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Making links to their own work. Will look at and talk about own work and that of other artists and the techniques they use.</p>	<p>Topic: Picasso continued</p> <p>Suggested Key questions: 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 others ways can portraits be manipulated?</p> <p>Key Skills and knowledge: Can discuss their work and can explain how it reflects the artist/ movement they have been learning about. Can identify what they like about their work.</p>

Links to Gatsby benchmark	<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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