

Year 8 Curriculum Art, Craft & Design	Module 1 and 2	Module 3 and 4	Module 5 and 6
Knowledge	Day of the Dead – linking to Spanish and RE. Identifying Aztec motifs and understanding of the skull form and how it relates to the portrait.	Recognition of the three themes used in Islamic art, understanding of tessellating pattern.	What is the Green Man and how has it developed within European folklore? Reference to Lincoln Cathedral, Archimbold homework tasks (enrichment) RefreshColour theory.
Skills	Observational drawings of the skull Use of year 7 leaf project and further observe and record floral forms Designing Day of the dead skull by applying knowledge and skills learned. Ceramic pinch pot skull tea light lamp constructed and decorated.	Lino printing method learned for future use.	Application of tone in drawings Building upon clay modelling skills from year 7. Colour mixing of earthy natural palette
Topic	Day of the Dead – appreciation of art from another culture and place in the world. Spanish words used and RE knowledge recalled Pinch pot clay technique is an essential 3D skill	'Islamic Tessellations' – appreciation of art from another culture and place in the world, where it comes from and why it looks the way it does. Lino printing process taught so they can apply this at GCSE if needed.	'The Green Man' – investigation into the pre-Christian folklore and how it can be found within our culture (Lincoln Cathedral, local churches, pubs and road names). Green man/woman design and relief plaque.
Contextual Study	Day of the Dead – decorative skulls, papel picado and catrina designs	Islamic art, tessellations and their use in the world (architecture, textile design, quilt construction, origami & paper xmas decorations) Visit to the Mosk in Lincoln to link to RE curriculum and to record first hand from their decoration inside.	Folklore of Green Man, architectural examples and fantasy art examples explored.
Exploring materials	Use of clay safely and effectively – pinch pot technique must be accurately created.	Lino printing Use of compass to create an accurate hexagon	Design idea drawn Clay pinch pots, clay modelling Paint application once fired
Observing and recording	Drawing in white on black Ink wash and biro marigold study	Photography homework task – 2 photos of the three themes found in Islamic art (geometry, flora & fauna and calligraphy)	Range of foliate forms observed in class. Photographs of range of foliage taken by students
Presenting a response to learning	Decorative ceramic outcome	Tessellating hexagonal lino printed pattern created in pairs.	Ceramic relief green face plaque design painted in earthy tones.
Assessment	Written investigations read to check understanding. Book Looks Accuracy of outcome will identify students ability to create accurate pinch pots and create 3D form based on their observations.	Written investigations read to check understanding. Book Looks Accuracy of outcome will identify students ability to create accurate hexagons with compass and ability to create effective lino block.	Written investigations read to check understanding. Book Looks Holistic teacher feedback on drawing skills Observation and responsive teacher to provide critical verbal feedback so students do DIRT in their practical/visual work as it progresses.
Careers	Ceramic artist, sculptor Interior design	Textile design Architect/interior design	Ceramic artist, sculptor, architect, stone carver in maintaining old buildings.

Year 8 students have 1 hour of art every week. This year students are developing their creativity as they have sound basic skills to allow them to be able to create effectively. Observational drawing, contextual links, the use of a range of materials and techniques and individual expression through their personal responses will continue to develop this year and into year 9. Homework drives the skills and knowledge forwards in the classroom allowing for 5 more in-depth projects to be delivered.

The art, craft and design curriculum at Pembroke is delivered through four vital categories (contextual, exploring, observing & recording and personal response) in response to the way artists and designers work in industry.

SEND – is supported through providing adapted resources and scaffolding in the following ways: Chunked tasks and expectations; repeated demonstrations (whole class and one to one); expertise from the teacher to aid work to develop confidence; WAGOLL's which are available tangibly and also projected on screen, faint sketched starting points and also an question sheet to aid research and writing skills which also builds confidence in discussing the work of others.

Social Capital Cultural Capital Creative Capital Academic Capital	Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Designs & motifs from Mexican culture with regards to the Day of the Dead celebration. Link to Spanish and RE lessons. 3D outcome and use of materials devised by students to create something individual.	Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Recognition of middle eastern art and religion Visit to the Mosk in Lincoln to link to RE lessons. Students ability to create an effective lino block utilising their photography.	Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Appreciation of our traditions (Green Man festivals and May Day celebrations) 3D outcome and use of materials devised by students to create something individual based on the theme.
#generosity #passion #curiosity #courage #wisdom British Values	Empathy & understanding of other cultures Range of materials explored and love of drawing developing as students ability strengthens over time with practise. Resilience and patience Building on drawing learned in year 7. Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment.	New materials and techniques Careers link – ceramic decorative pieces are in every home. Resilience and patience Building on clay modelling skills from year 7. Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment.	Empathy & understanding of other cultures Range of materials explored and love of drawing developing as students ability strengthens over time with practise. Resilience and patience Building on drawing & printing learned in year 7. Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment.
		Working in pairs to create a tessellating pattern with 2 ink colours. New materials and techniques Resilience and patience Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment.	Can students find a green man in their neighbourhood or go and find them in Lincoln Cathedral? Resilience and patience Referencing self-portrait proportions looked at in year 7. Building on colour mixing and paint application & control Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment.