


Curriculum Map

Subject: Art, Design & Technology

Year Group: 8

	Autumn Term	Spring Term	Summer Term
Content Art <i>1 lesson a week</i>	Students are introduced to the abstract cubist movement with links to traditional artists such as Picasso. Students explore the abstract concept and composition using portraiture as a starting point.	Students explore the culture of New Zealand and the significant importance of Maori Art. Students create a range of pattern designs based upon tradition Ta Moko symbols before applying to a three dimensional surface.	Students are introduced to the iconic pop art movement and the artists associated with its popularity. Using bright colours, harsh outlines and popular culture, students create a range of outcomes in response.
Content Technology Rotations <i>1 lesson a week for 12 weeks</i>	 <p>Food: The exploration of healthy eating through food substitutions for salt, fat, fibre and sugar. Students prepare a selection of dishes that explore healthy alternatives as per the eat well guide.</p> <p>Ceramics: The manipulation of clay to explore the formal elements through sculptural design whilst looking at the importance of Claymation in the creative industry and the use of ceramic materials in everyday life</p> <p>Textiles: The exploration of textile surfaces through traditional textile techniques such as tie dye, fabric printing and heat transfer. Students respond to the artist Michel Keck to create a mixed media textile outcome</p>		
Key Questions	<p>How do the use of the formal elements connect between each of the subject disciplines? And why are they important?</p> <p>What is a design brief and how does this work in the creative industry?</p> <p>How have particular artists, designers and craftsmen inspired the art world through their use of medium?</p>		
Assessment	<p>Students receive teacher feedback as per the marking policy, providing opportunity to reflect and refine as their work progresses Opportunities for self and peer assessment against success criteria provide visual clarity and understanding and allow students to address misconceptions.</p> <p>Work is further assessed at Progress Update points in which the sketchbook/ booklet is reviewed to date, providing students with a current working grade on all mediums and techniques explored.</p>		

————— **Grow and Succeed** —————

High Expectations | Mutual Respect | Quality Learning | Success for All