ART Year 8 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ethos Links	• Sustainability • Respect, Responsibility and Kindness	• Sustainability • Respect, Responsibility and Kindness	• STEM • Respect, Responsibility and Kindness	• Respect, Responsibility and Kindness	• Respect, Responsibility and Kindness	• Respect, Responsibility and Kindness
Learning End Points	**Sea Life** By the end of this unit students will know and understand: ➢ The work of Ernst Haeckel. ➢ About threats to sea life and coral ➢ The grid method (advanced). ➢ Draw an accurate outline using the grid method. ➢ Accurately apply a wide range of tones to create form. ➢ Create a pen wash drawing. ➢ Blend using oil pastels. ➢ Create an oil pastel transfer. ➢ Blend using colouring pencils and their knowledge of harmonious colours	**Sea Life** By the end of this unit students will know and understand: ➢ The monoprinting process. ➢ Different embroidery stitches. ➢ The design and planning process. ➢ Create a successful monoprint. ➢ Use the running stitch and different coloured threads to embellish their monoprints. ➢ Use at least one other embroidery stitch (chain, French knot, sheaf, etc.). ➢ Design and plan a cardboard relief sculpture.	**Bugs & Insects** By the end of this unit students will know and understand: ➢ The work of Rosalind Monks ➢ What zentangling is ➢ Enlarging using the grid method ➢ Describe an artwork using the formal elements and a broader vocabulary ➢ Use carbon paper ➢ Create their own zentangles ➢ Accurately draw creating 3D form and texture using a	**Illustration** By the end of this unit students will know and understand: ➢ The illustration style of Tim Burton ➢ The career of an illustrator including pathways The links between Art and Literature ➢ The properties and characteristics of clay ➢ The pinch pot method ➢ Select an appropriate strategy to draw accurate outlines	**Music** By the end of this unit students will know and understand: ➢ How to mind map from a stimuli ➢ How GCSE Art sketchbooks are structured in preparation for choosing options in the spring term ➢ How to describe an artwork's formal elements ➢ How to explain the inspiration behind an artwork in my own words ➢ How to express my own	**Music** By the end of this unit students will know and understand: ➢ Micrography, what it is and it's origins ➢ The links between 'literature' in the form of song lyrics and art ➢ GCSE Assessment Objectives and how they have begun to demonstrate them ➢ How to form summative ideas ➢ How to identify their strengths ➢ Create a variety of

	to create a fish drawing.		wide range of tones ➢ Enlarge using the grid method ➢ Apply oil pastels to create a wide range of hues and 3D form and texture	➢ Apply a wide range of tones ➢ Identify the key visual characteristics of an illustrators personal style ➢ Represent a range of facial expressions ➢ Apply their knowledge to design their own Tim Burton inspired characters ➢ Produce a pinch pot head	opinion about an artwork ➢ How to use sketching pencils for a tonal drawing ➢ How to produce a personal response to the work of an artist using my own ideas ➢ How to produce experimental abstract artworks in response to pieces of music ➢ Apply a wide range of tones using sketching pencils ➢ Experiment with mixed media ➢ Read an artwork for meaning ➢ Express personal ideas and viewpoints ➢	tones using micrography ➢ Produce thumbnail sketches ➢ Produce a final outcome using their best skills
Key Vocabulary	Tone Form Texture Line Shape Colour Grid method	Monoprint Ink Brayer Relief	Line Shape Tone Form Texture Pattern Space	Grid method Blending Stylised Illustration Gothic Clay Pinch Pot	Stimuli Inspiration Muuse Tone Abstract Expressive Interpret	Micrography Tone Form Thumbnail Summative Realise intentions

	Blend Transfer Harmonious colours		Zentangle Carbon paper Metallic Monochrome Vibrant Luminous	Score Slip Kiln Fire	Formal Elements Form	Personal Meaningful Outcome