

Curriculum Map Year 8 (2025-2026) ART

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous links in the curriculum	Progress to future links in the curriculum
The Ocean=Patterned Fish	<i>Autumn 1 HT1</i>	Students can begin by drawing from direct observation using pencil. Students can work from a rich variety of stimuli such as dead fish, shrimps, crab or shells, if health and safety guidelines allow. They can also use natural history illustrations or works by artists as a starting point. They look at different fish and draw from these studying closely the textural marks, pattern and tone . They then look at the work of artists and illustrators such as J.Vincent Scarpace and Hayley Louise Crann and explore imaginative pattern and mark-making techniques .	Students consolidate the practical knowledge they have acquired in yr.7 and continue to develop their technique and add to their visual knowledge bank.	<i>The slow build and acquisition of techniques, coupled with varied experimentation ensures the confident development of an individual style and personal satisfaction.</i>
Sea Creatures and a bubbly environment	<i>Autumn 2 HT2</i>	Students extend their skills and knowledge using tonal colour on a spherical object studying “bubbles” and reflections in bubbles. They relate this work to that of Sophie Cunningham, Ernest Haeckel and Yellana James . Students will be using their own personal drawing equipment so their project work in the Autumn term will focus on drawing techniques using pencils and pens. Mark-making, pattern, tone and textural effects will be explored as students create an imaginative composition in response to the theme.	<i>Students are encouraged to make individual decisions and choices whilst being made to understand the value of a basic structure on which to build their project work.</i>	<i>Understanding the varied way to work the surface of a composition with texture can be a very liberating practical activity. Students feel more in command of a large space and can “play” creatively, which is something of an asset at GCSE. level</i>
Japan	<i>Spring 1 HT3</i>	Students develop their study of the theme via the close analysis of Japanese art and the significance of the koi. “The great wave” by Hokusai could be studied in connection with this and its history, influence on art across the world and use of line, composition and colour. Koinobori windsocks are also studied and Japanese culture . The outcome could be a three-dimensional paper sculpture with a focus on line, pattern and shape as well as construction.	By studying different cultures and their varied forms of Art, students are made aware of how different cultures appreciate Art and assimilate it into their creative world. This will give the students a different perspective on studying Art forms which will be thought provoking and inspiring.	
Onto the land= Perspective	<i>Spring 2 HT4</i>	Students look at buildings and cities. They learn how to use 1 point perspective ; this can be from any viewpoint. Students could for example create a fantasy city of tall buildings such as skyscrapers seen from a bird’s eye view. They study comics and animation in relation to this such as the Spider verse. More able students will master drawing windows on their buildings and use tonal shading.	<i>In this project photography may have more importance and is a useful tool to underpin and support information ref. compositional devices and decisions already learned about. It also gives an opportunity to discuss how artists use I.T. and have often been innovative in using new technology.</i>	<i>Having the confidence to experiment and choose relevant materials is something which grows out of continued practice. Overcoming problems is less of a challenge with the accumulated knowledge from past projects.</i>
Onto the land= Natural Forms	<i>Summer 1 and 2 HT5 and HT6</i>	Students look at leaves, twigs, flowers and other natural forms using a range of materials. They explore pencil, pen and paint to create a series of studies which can then be collages onto a final piece such as a portrait representing the green man or woman.	<i>Students look at the spiritual significance of the green man in culture and history, as well as other land art and artists such as Any Goldsworthy. They consider the environment and their own roles and responsibilities.</i>	<i>Student should now feel secure in the knowledge they have acquired and be more determined in achieving their potential.</i>