

Year: 8
Subject: Art

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1A Cubism - analytical how to annotate	1	Introduction to Cubism	Display a selection of cubism artwork. Students discuss what they notice about the shapes, colour and composition. Learn the origins of cubism artwork from Picasso and Braque. Work through PPT.	To understand the concept of cubism and its two styles: analytical and synthetic. To identify key characteristics of analytical cubism	look at the PPT on Google classroom to help understand what we mean by analytical and synthetic. https://www.youtube.com/watch?v=BO0oeBdVnto&pp=ygURYW5hbHI0aWNhbCBjdWJpc20%3D	Students create a mind map comparing analytical and synthetic cubism.
	2	Artist study - Picasso	Display analytical picasso artwork. Discuss observations. View PPT on Picasso's contribution to cubism. Model how to annotate artwork following step-by-step guidance.	To explore Picasso's role in analytical cubism To analyse one of Picasso's analytical cubist artwork		Students then practice annotating his artwork using sentence starters.
	3	Artist study - Braque	Group work using oral description of artwork. Use a venn diagram to compare Braques techniques and themes to Picasso's.	To understand Braque's contribution to analytical cubism To compare Braque's style to Picasso's		Complete the venn diagram and write a short paragraph summarizing their findings.
	4	Annotation task 1	Students annotate a challenging analytical cubism artwork independently.	To consolidate annotation skills To prepare students for low level AQA GCSE annotation tasks	Remind your child of SPAG skills	Students use a checklist to see if they have met the needed requirements.
	5	Annotation task 2	Students annotate a challenging analytical cubism artwork independently.	To consolidate annotation skills To prepare students for low level AQA GCSE annotation tasks	Remind your child of SPAG skills	Students use a checklist to see if they have met the needed requirements.
	6	Annotation task 3	Students annotate a challenging analytical cubism artwork independently.	To consolidate annotation skills To prepare students for low level AQA GCSE annotation tasks	Remind your child of SPAG skills	Students use a checklist to see if they have met the needed requirements.
	7	Final comparison and reflection	Display artwork from both styles of cubism art. Identify which ones are analytical and which are synthetic. Discuss the key differences and model a comparison paragraph or for	To compare analytical and synthetic cubism. To reflect on learning and progress		Students write their own.

			lower ability bullet point 3 of each.			
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1B Cubism - create syntheti c pieces	1	Understanding synthetic cubism	PPT of synthetic cubism artists. Discuss their impressions in pairs and find common themes. Explain the principles of synthetic cubism, collage, layering and abstraction. Look at techniques. Analyse selected artworks together.	To introduce students to the origins and characteristics of synthetic cubism.		Students create a mood board in sketchbooks of various synthetic cubism artwork from the 2 artists.
	2	Exploring collage techniques	View video tutorial on creating layered collages inspired by cubism. As a group work together to use materials to layer such as images, textured paper etc. Create small collages in pairs, experimenting with techniques shown.	To develop skills in collage and mixed media	Send in unused sheets, newspaper, cardboard etc. https://www.youtube.com/watch?v=T8JQWqCMIEI	Students create their own abstract cubist collages using mixed media.
	3	Drawing fragmented forms	Quick sketch of a chosen drawing on board. Students then use geometric shapes to cut the sketch into. Model of how to fragment forms into abstract compositions. Students collaboratively create fragments drawings using geometric shapes and overlapping lines.	To apply synthetic cubist techniques to drawing		Independently create drawings inspired by mood boards and break forms into cubist fragments.
	4	Experimenting with painting techniques	Look at examples of cubist paintings and discuss the colour palettes and texture. Demo of painting techniques such as layering and blending to create abstract cubist effects.	To learn cubist painting methods to integrate colour and texture	https://www.youtube.com/watch?v=GtqmHDBIBwI From 8:06	Create experimental painted compositions reflecting synthetic cubism.
	5	Plan final piece	Brainstorm ideas for final pieces looking at mood boards and collages created in previous weeks. Plan compositions,	To design the layout and elements of the final synthetic cubist artwork.		Begin creating detailed sketches or drafts of the final piece.

			including fragments, layering and abstraction.			
	6	Creating the final piece	Students begin creating final pieces and will be given verbal guidance in how to add fragments, layering and abstraction while composing the collage, painting and drawing techniques	To produce a synthetic cubist artwork using learnt techniques		Students start their final piece with verbal guidance.
	7	Finalizing and Presenting the artwork	Students complete final pieces then review their work, identify strengths and areas for improvement. Prepare pieces for presentation and then complete an evaluation sheet.	To complete and evaluate the synthetic cubist final piece		Students complete the final piece and evaluate.

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2A Still Life	1	Introduction to Still life and Composition and Cover page	Discuss famous still life artworks and their composition. Go through the key composition rules (rule of thirds, balance etc.) Demonstrate observation sketches.	To understand still life composition To understand key observational drawing techniques To collect and arrange objects for preliminary sketches To create thumbnail sketches		Collect and arrange objects to create a thumbnail sketch.
	2	Contour drawing and observational line drawing	Blind contour drawing warm-up. Model and explain contour drawing techniques Complete a contour drawing of a collected object model techniques for achieving accurate proportion and detail.	To produce accurate contour line drawings using still life objects To capture intricate detail To complete two observational drawings	Practice observational drawing of household items. https://www.youtube.com/watch?v=36sbVHxjmNE	Complete two line drawings with differing compositions.
	3	Develop charcoal drawings and charcoal drawing skills	experiment with charcoal strokes and shading techniques. Students practice shading simple forms. Model shading techniques and tonal applications. Quick tonal	To demonstrate control of shading techniques. To use accurate observation and proportion.	Practice observational drawing of household items. https://www.youtube.com/watch?v=hT9c-negvK4&pp=ygUXY2hcmNvYWwglGluIHNOaWxslGxpZmU%3D	Create a still life charcoal drawing.

			sketches and how to map light and shadow effectively.	To effectively use light and shade to depict form.		
	4	Finalize charcoal drawings and revise colour theory in still life	Complete and enhance charcoal drawings by refining techniques used. Colour association activity. recap primary, secondary and complementary colours.	To enhance and refine their charcoal drawing To create a functional colour wheel.		Experiment by colour mixing paint to create a colour wheel.
	5	Colour mixing, application and beginning still life painting	Practice blending and colour matching techniques using paint, soft pastels and oil pastels.	To develop skills in blending and layering colours To plan and start painting a still life composition	Have fun experimenting with paint to mix, blend and match colours. https://www.youtube.com/watch?v=Ff8u9v0V_wM&pp=ygUWcGFpbmRpbmcgaW4gc3RpbGwgbGlmZQ%3D%3D	Work on developing underpainting techniques to work with layering techniques.
	6	Refinement, detail and completing the painting	Recap previous lesson on layering techniques with paint. Refining their layering technique through practice. Complete their paintings.	To improve tonal depth and texture in paintings To finalize paintings for assessment	Practice observational drawing of household items.	Students complete their painting.
	7	Evaluation, Presentation and Reflection	Group discussions on strengths and weaknesses to develop the language needed to do detailed reflections.	To self assess their final pieces.		Present their work to the whole class and complete a self-assessment worksheet.

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2B 2 point perspective landscapes	1	Introduction to 2-point perspective	Introduce element of Art - SPACE. View video and explain negative and positive space within artwork. Identify in other artworks.	Understand the concept of space in a drawing and how 2-point perspective creates the illusion of depth.	Youtube - https://www.youtube.com/watch?v=Lt1Q1avPp7g	Draw basic geometric shapes in a 2-point perspective from the model.
	2	Creating depth in 2-point perspective	Concepts of foreground , middle ground , and background in a landscape. Show how objects in the foreground should be larger and have more detail, while those in the background should shrink and	Apply 2-point perspective to create a simple landscape, focusing on how perspective manipulates space in a drawing.	Youtube - https://www.youtube.com/watch?v=3vQiiyXg_v8	Draw their own landscape using the concept of layered space : foreground, middle ground, and background.

			become less detailed to emphasize space.			
3	Drawing trees and hill in 2-point perspective	Discuss how natural elements are placed in a scene, considering the space between objects and how they create visual depth. Demonstrate drawing a detailed building, showing how to create space within and around the building using perspective lines, vanishing points, and the horizon line. Students draw a building into their landscape, ensuring that the space is used effectively to show its location and size in the composition.	To explore how natural elements (trees, hills, etc.) are placed in 2-point perspective and contribute to the feeling of space	Youtube - https://www.youtube.com/watch?v=KJwWftg9bKs	Students create their own building and place it within their existing landscape, considering the space around the structure.	
4	Drawing buildings in 2-point perspective	Review space in a 2-point perspective and discuss how to make buildings fit naturally into a landscape. Demonstrate drawing a detailed building, showing how to create space within and around the building using perspective lines, vanishing points, and the horizon line. Students draw a building into their landscape, ensuring that the space is used effectively to show its location and size in the composition.	To learn how to incorporate more detailed structures into the landscape while using space to create depth and dimension.	Youtube - https://www.youtube.com/watch?v=jmX8bdmw54E	Students create their own building and place it within their existing landscape, considering the space around the structure.	
5	Shading and light in 2-point perspective	Discuss how light and shadows affect the perception of space in a drawing (how shadows create depth and help distinguish foreground from background).	To understand how light and shadows interact with space to create depth and dimension in a 2-point perspective landscape	Youtube - https://www.youtube.com/watch?v=j87SkZrd8Hs	Students add light and shadows to their landscape, ensuring they create a realistic sense of space and depth.	

			Demonstrate how to add shadows and light to different objects in the landscape to emphasize their spatial placement. Student's practice adding shadows to elements in their landscape (trees, buildings, roads), adjusting the shadows to reflect their spatial positioning.			
6	Drawing a cityscape in 2-point perspective	Quick recap of space in urban landscapes and how to incorporate both buildings and natural elements. Demonstrate how to integrate multiple buildings, roads, and natural elements into a cohesive cityscape, while manipulating space to enhance depth. Students start creating their own cityscapes with a combination of buildings, roads, and natural elements, using space effectively to create a layered and dynamic scene.	To create a detailed cityscape, using space to show depth, overlapping elements, and the relationship between urban structures and natural elements.	Youtube - https://www.youtube.com/watch?v=6hkid71sw8A	Students complete their cityscape, refining the spatial arrangement of objects.	
7	Create a full landscape in 2-point perspective	Quick recap of all the skills learned throughout the program, with a focus on space. Demonstrate the final steps for completing a 2-point perspective landscape, with a focus on the correct use of space for each element. Students add final touches to their landscape, considering how they've used space in the composition.	To apply all skills learned to create a fully developed 2-point perspective landscape, utilizing space effectively to create depth.	Youtube - https://www.youtube.com/watch?v=LJxTkH9ov0M	Students complete their final 2-point perspective landscape, ensuring they've used space effectively to create depth and dimension.	

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
3A Egyptian art	1	Intro to Egyptian Art and History	<p>Display images of Egyptian tomb paintings. Ask: "What do you notice? What do these artworks tell us about their culture?"</p> <p>I Do: Explain who the Ancient Egyptians were and how art was used (religion, afterlife, power).</p> <p>We Do: As a class, examine 2–3 works; annotate examples together.</p> <p>You Do (Guided): Students fill in a worksheet identifying themes, colours, poses.</p>	Understand the historical context and key visual features of Ancient Egyptian art.	https://www.youtube.com/watch?v=zYxC14pCaJ0&pp=ygUhSW50cm8gdG8gRWd5cHRpYW4gQXJ0IGFuZCBlaxN0b3J5	Students create a visual mind map of Egyptian art themes, symbols, and motifs with mini sketches.
	2	Artist Study: Jean-Léon Gérôme (Egyptian Influence)	<p>Display "Bonaparte Before the Sphinx" – What do you see? Is it historical or imagined?</p> <p>I Do: Introduce Jean-Léon Gérôme, orientalist painter. Show 2–3 works with Egyptian themes.</p> <p>We Do: Discuss his perspective as a Western artist romanticising Egypt.</p> <p>You Do (Guided): Complete a comparison chart (Gérôme vs Ancient Egypt).</p>	Study an artist influenced by Egyptian themes and analyse how history affects style.		Students select a Gérôme painting and sketch a portion, annotating with thoughts on how he interprets Egypt.
	3	Drawing Egyptian Symbols & Iconography	<p>Quick sketch challenge: Draw a scarab beetle or Eye of Horus from memory.</p> <p>I Do: Demonstrate drawing key Egyptian symbols (ankh, Eye of Horus, scarab).</p>	Develop drawing and recording skills by studying Egyptian motifs.	https://www.youtube.com/watch?v=oscrDpcM8WI&pp=ygUmRHJhd2luZyBFZ3lwdGlhbiBTeW1ib2xz1CYgSWNvbm9ncmFwaHk%3D	Create a detailed sketchbook page of Egyptian symbols, adding annotations and coloured sections.

			<p>We Do: Draw one together – break into shapes.</p> <p>You Do (Guided): Students follow step-by-step drawings from reference sheets.</p>			
4	Designing Personal Cartouches	<p>Decode a name written in hieroglyphs – who is it?</p> <p>I Do: Show what a cartouche is, how they symbolised identity.</p> <p>We Do: Translate a sample name together into hieroglyphs.</p> <p>You Do (Guided): Students start sketching their own names using a hieroglyph chart.</p>	Design a personal Egyptian-style cartouche using hieroglyphics.	https://www.youtube.com/watch?v=I9G1of2N51U&pp=ygUdRGVzaWduaW5nIFBlcnNvbmlFhcnRvdWNoZXM%3D	Design a final cartouche layout, adding symbolic decoration (lotus, animals, gods).	
5	Intro to Papier Mache & 3D Relief Design	<p>Display photos of papier mâché artworks. Ask: <i>“How does this medium differ from drawing or painting?”</i></p> <p>I Do: <i>Demonstrate papier mâché technique: shaping a low-relief form on cardboard (using newspaper + glue).</i></p> <p>We Do: <i>Create a small shared relief (e.g., Eye of Horus) as a class demo.</i></p>	Learn basic papier mâché techniques and begin designing a low-relief Egyptian artwork.		Design a personal relief piece on paper: include sketches, colours, textures, and labels showing layers or build-up areas.	

			You Do (Guided): Students sketch their planned sculpture (scarab, mask, god, symbol).			
	6	Building the Papier Mache Relief Sculpture	Recap: What went well during the demo last week? What might be tricky? I Do: Demo again (if needed): layering newspaper to build form. We Do: Assist groups with starting base layers on their cardboard. You Do (Guided): Help students begin their own structures.	Use papier mâché to begin constructing an Egyptian-inspired low-relief artwork.		Students build the base of their design in papier mâché, shaping key forms (e.g. wings, faces, cartouche borders).
	7	Painting & Presenting the Final Relief	Review colour use in Egyptian art (primary colours, gold, black, turquoise). Quick quiz or slide match. I Do: Demo painting with emphasis on flat colour and linework, like on sarcophagi. We Do: Mix sample colours, practice painting on scrap papier mâché. You Do (Guided): Begin painting individual pieces.	Finish, decorate, and evaluate the final papier mâché Egyptian relief.		Paint final sculpture and complete a short written evaluation: <ul style="list-style-type: none"> • What inspired your design? • What went well? • What would you improve?

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
3B Pop Art	1	Intro to Pop Art	Quick image quiz: "Pop Art or Not?" Students guess if images	To understand the origins, characteristics, and cultural significance of the Pop Art movement.	Encourage parents to visit a virtual gallery or look up Pop Art artists with their child online.	Students create a visual mind map of Pop Art characteristics and influences.

		<p>shown are Pop Art or from another movement.</p> <p>I Do: Present a brief history of Pop Art (1950s–60s) using a video and PowerPoint (suggested video: Tate Kids - What is Pop Art?)</p> <p>We Do: Discuss the work of Warhol and Lichtenstein: What do they notice? Use Venn Diagram to compare.</p> <p>You Do (Guided): Match key characteristics to example images in pairs.</p>		https://www.youtube.com/watch?v=KnQzL8Cy_G4&pp=vgUQaW50cm8gdG8gcG9wIGFydA%3D%3D	
2	Artist Study - Andy Warhol and Roy Lichtenstein	<p>Artist quote match-up: Match quotes to Warhol or Lichtenstein.</p> <p>I Do: Model how to analyze an artwork (e.g., Warhol's <i>Marilyn Diptych</i> or Lichtenstein's <i>Whaam!</i>).</p> <p>We Do: Analyze another artwork as a class using a scaffolded worksheet.</p> <p>You Do (Guided): Students select their artist and begin drawing a small section in their style.</p>	To analyze and replicate the style of either Warhol or Lichtenstein.	Ask students to explain to parents why they chose their artist and share a fact they learned.	<p>Create an A4 artist study including:</p> <ul style="list-style-type: none"> • Artist biography • Key works • Personal interpretation • Mini artwork in the artist's style

3	Developing Ideas (Sketches and Designs)	<p>Emoji Critique: Rate 3 student examples from last year using emoji responses. Discuss why.</p> <p>I Do: Show examples of successful student work and how artists inspired the design.</p> <p>We Do: Brainstorm Pop Art themes (e.g., consumerism, celebrities, comics).</p> <p>You Do (Guided): Sketch 2–3 thumbnail ideas with peer feedback..</p>	To develop design ideas for a personal Pop Art piece inspired by the chosen artist.	Students discuss their theme at home and gather visual references (e.g., product labels, celebrity photos).	Students complete a final detailed design in sketchbooks with annotations explaining choices.
4	Creating Final piece	<p>Class pop quiz: 5 questions on Pop Art and artists (recap).</p> <p>I Do: Demonstrate part of a final piece using colour blocking or Ben-Day dots.</p> <p>We Do: Recap how to transfer sketches to final format.</p> <p>You Do (Guided): Begin outlining and colour planning.</p>	To produce a final Pop Art-inspired piece using chosen materials and techniques.	Encourage good workspace setup at home for finishing touches if needed.	Students create their final piece over two lessons.
5	Finishing, Reflection and Assessment	<p>“Guess the Artist” image quiz from student pieces.</p> <p>I Do: Model self-evaluation using the assessment rubric.</p>	To evaluate the final piece and reflect on the learning journey.	Invite parents to a mini “Pop Art Showcase” after school or via digital gallery.	<p>Finish any final piece details.</p> <p>Mount artwork with written evaluation and artist influence paragraph.</p>

			<p>We Do: Practice evaluating a sample piece together.</p> <p>You Do (Guided): Complete self-assessment sheet.</p>			
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