

# St Cuthbert Mayne School Curriculum Map 2023-2024



Department: Art, Design & Photography

Year 8

*Autumn Term*

Topic/Unit	Sweets
Knowledge (Content covered)	Students to create a research page that explores the work of Sarah Graham. In response to her work students will need to create a range of sweets in different mediums applying personal comments as the work progresses. In this unit students are expected to produce 2 final outcomes a collaged cupcake and a giant sweet wrapper. This unit may be a longer unit than the others as there is lots to get through. It is advised that students create the collaged cake on paper outside of their books to give it more importance. By doing this the piece can then be displayed in the room for all to see. With the giant sweet wrapper students may be guided as a class through one sweet wrapper so they all work towards the same outcomes or for a more able group the task can be differentiated so students produce their own giant sweet wrapper. It is advised that the giant sweet wrapper has some 3D element where possible. This builds on the card construction students have previously explored. This unit is a unit that students appear to really enjoy and often can be engaged through spray painting the

	logos on the packaging providing stencils are cut/ designed in the shape.
<b>Skills</b>	<ul style="list-style-type: none"> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• to increase their proficiency in the handling of different materials</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>
<b>Assessment</b>	Sarah Graham Research + Giant Sweet Wrapper
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>• Animator</li> <li>• Cake decorator</li> <li>• Fashion designer</li> <li>• Illustrator and technical illustrator</li> <li>• Sculptor</li> </ul>

### *Spring Term*

<b>Topic/Unit</b>	Graffiti and Street Art
<b>Knowledge (Content covered)</b>	<p>Students introduced to a new way of creating artwork looking at the graffiti style and why graffiti may be controversial. Students will have the opportunity to create graffiti style text. This builds on skills they have learnt from previous units when looking at text on packaging. Students practice their graffiti techniques and produce their name on a brick wall that has graffiti patterns amongst the design. In this unit students will need to consider how they blend colours within their designs to create a more accurate graffiti effect. Student will move on to looking at the work of the artist Banksy and discuss the political issues he tries to convey in his images. In response to his work student will produce a variety of stencils that show consideration to his work. Students will use inspiration from Banksy's War and Peace image and create their own contrasting images. Students will explore the work of a street artist who paints small scenes/ imagery onto chewing gum patches on the streets of London. Students to take inspiration from this and produce their own personal response. A second element is for students to take inspiration from Banksy's robot image and create a robot image in a range of different ways. This starts with a detailed robot drawing that students complete based on a range of robot images. Students can use their drawing to create a stencil as well as a 3D one.</p>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and</li> <li>• cultural development of their art forms</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>
<b>Assessment</b>	Graffiti Expansion and Robot Drawing
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>• Animator</li> <li>• Art teacher</li> <li>• Illustrator and technical illustrator</li> <li>• Tattoo artist</li> </ul>

### *Summer Term*

<b>Topic/Unit</b>	Album Art
<b>Knowledge (Content covered)</b>	<p>Students will look at album covers through the ages and how the designs have changed. Students will spend time creating their own album cover timeline that shows the changes in the designs but that also reflect society at the time. This is a really interesting element as often the album covers reflects the thoughts and feelings of society. Students could even be asked what they think album covers may look like in the future. Students will then produce their own album cover taking inspiration from other designs and making reference to successes in designs that they have found out about when analysing the images. There are lots of extension tasks in this unit that can encourage students to work more independently in their approach to their design. Students could also look at creating computer generated images (booking IT rooms). Students could be given CD cases to place their final designs into for a more effective outcome.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• understand the historical and</li> <li>• cultural development of their art forms</li> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to increase their proficiency in the handling of different materials</li> </ul>

Assessment	Album Art - Own Designs
Gatsby 4 (Linking curriculum learning to careers) <a href="#">GATSBY BENCHMARK 4</a>	• Animator • Illustrator and technical illustrator • Cartoonist