



Year 8 Art

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Understand the importance of learning about the work of others. Mastering skills and developing these to suit your own work. Becoming creative in art and going that extra mile to make your work personal and well informed by the work of others.

	Key Performance Indicators	Age Related Expectations
Developing Ideas	<ul style="list-style-type: none"> - Move ideas forward, commenting in a detailed way and reflecting on influences. Develop ideas from others into their own work and start to create their own ideas, alongside others. Show a clear and structured process. - Use a wide variety of research resources, develop this visually within the sketchbook and collect ideas from a variety of sources. Have a keen personal interest. - Show experimentation alongside the work of others and develop their own ideas, linked to those found. - Develop work imaginatively and harness unexpected ideas. Use primary and secondary resources. Back up ideas with own thoughts and ideology. - Talk confidently, conversationally and thoughtfully. Giving detailed advice on their own work and that of others. 	<p>Skill A year 8 child should use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape. Their presentation should be clear and labelled.</p> <p>A year 8 child should learn how to create a range of different tones and develop this to create 3D effects and form. They should use a range of media including; mixed media, papers to collage, pencil, oil pastels, watercolors and acrylic paint.</p> <p>A year 8 child should use their sketchbooks in a controlled way in order to record their observational drawing and their still life compositions.</p> <p>A year 8 child should extend their knowledge of mark making and pattern. They should model their ideas in 3D and develop their knowledge of colour palettes and symbolism with relevance to cultural backgrounds.</p> <p>A year 8 child should understand genres and styles. They should understand imagery appropriate to a context and allow this to influence their own work.</p>
Painting	<ul style="list-style-type: none"> - Plan confidently and have a firm understanding of composition, perspective and layout. - Develop work with a firm understanding of colour, the influence of other artists and colour palettes. - Use a mixture of watercolours, acrylic, oil pastels and multimedia to create a visually exciting piece. - Develop a more complex understanding of colours and understand their relation to each other, using complimentary colours. Understand tone and hue and their relevance. Understand how to use this to create depth and texture. Develop texture in more complex ways, using spatulas and other equipment. - Gain inspiration from others to create their own style and develop this forward in their own way. 	<p>Creativity and outcome A year 8 child should manage their time effectively, practicing skill and enquiring how to improve. They should learn about 'studio practice' and how to manage themselves in a creative work place. Their research and understanding of the 'Creative process' should be secure and lead to a creative outcome based on the original theme.</p>
Collage	<ul style="list-style-type: none"> - Mix textures, surfaces, media, papers and techniques. In a creative and innovative way. - Develop visual and tactile qualities to a high quality and interesting sensory outcome. - Use a range of ceramic mosaic patterns, material, media and techniques to create texture. Start to add in textiles and other mediums. 	
Sculpture	<ul style="list-style-type: none"> - Develop more complex forms and mix realism with abstract forms. Start to develop more complex and professional sculpting skills. - Use sculpting tools in a controlled and professional manner. Use these in a sensitive way selecting appropriate textures and use of techniques. - Develop a greater sense of realism through largely tactile properties. Start developing realism through selection of textures. - Use more complex sculpting techniques such as mod-rock, plaster and build structures based around structures and moulds. Create structure and reinforce sculptures. 	
Drawing	<ul style="list-style-type: none"> - Develop a greater awareness of light and dark and how this affects depth. Rely less on line and fill in the blank areas using tone. Understand a greater range of marks used to create affects, shadows and reflection. - Develop more realistic drawing skills and rely on perspective, depth and movement to create more complex effects. - Develop styles in conjunction with mixed media and mark making to create more sensitive emotions and moods. - Use a range of lines and marks to create feel and mood. Practice these and be experimental with media, with which you draw. 	
Print	<ul style="list-style-type: none"> - Use templates, cut outs, lino and emulsion to create more complex prints. - Understand how to repeat patterns and do this in an accurate and structured way. - Use a range of sewing techniques, and more complex applique techniques to build up complex printed outcomes. 	
Taking Inspiration from the greats	<ul style="list-style-type: none"> - Look at contemporary artists and understand how these have been influenced by the work of the greats. Look at modern day solutions and think outside of the box with their own responses. - Understand the lasting impact of the movement and how it shaped art history. Look for its impact in modern day artist and movements. Talk about the characteristics and defining styles of the movement. - Work in an innovative way, which moves the characteristics and features of an art movement further in a dynamic and modern response. Talk about the reasoning for the response. 	