YEAR 8 2023-24: Spring Term
'An ambitious curriculum that meets the needs of all'
Medium Term Planning - Topic: Creating a Portrait

Curriculum Intent	
Skills/National Curriculum Links	Students will be taught, following National Curriculum guidelines: • to use a range of techniques to record their observations as a basis for exploring their ideas. • to use a range of techniques and media. • to increase their proficiency in the handling of different materials. • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. • about the history of art, craft, design and architecture from ancient times to the present day.
Spiritual, moral, social, and cultural development	**SMSC:** Students have opportunities to explore artists from around the world and from different historical periods. This enables comparison, discussion and interpretation on many levels. Students are encouraged to see the world around them as a source of inspiration; visually, conceptually, politically, spiritually and culturally. **PSHE/British Values**: Students have opportunities, through art, to appreciate cultures from around the world and develop tolerance and understanding of other faiths and beliefs. Students develop confidence and self-esteem via discussion and sharing opinions about art and the meaning behind it. Students are encouraged to peer mentor and peer evaluate, sharing opinions and demonstrating respect and tolerance for each other and each other's work. Students are encouraged to work safely and understand the rules of the art room. **Skills Builder:** Problem solving, teamwork, leadership, working independently.
Numeracy	Measuring and proportion, composition, using grids, perspective.
Literacy	**Key Vocabulary:** Eye, Nose, Mouth, Proportion, Presentation, Line, Tone, Texture Understanding of keywords, effective communication, extended writing on key pieces of work (The Big Write)
Becoming future ready	**Careers/Employability:** references to contemporary artists, their work and their pathways to becoming artists. Using short films to show artists in their studios discussing their work and how they make a living.
Adaptation	
QFT/SEND Provision	Throughout this topic, quality first teaching will provide differentiation: **By product:** the same stimulus will lead to a variety of original responses. **By resource:** a variety of resources to suit different abilities **By Intervention**: by providing different levels of supervision and support **By Progressive Questioning:** exploring students' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **By Task:** Students should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. **By Offering Optional Activities:** In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	To be able to: • understand basic colour theory, building on Year 7 work.

Learning Outcomes (Knowledge)	• understand how colour, shape, exaggeration and distortion can be used expressively in portraits. • understand the techniques of relevant artists. • present work in a tidy and aesthetically pleasing manner in a sketchbook.
Current learning to be developed in the future within:	The formal elements in Art are the essential components, or building blocks, of any artwork. These will be referred to and developed throughout the KS3,4 and 5 curriculums. Colour theory, paint handling. How various artists have expressively depicted the human head.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.