

## Year 8 Curriculum Overview [2025-2026]

### Art - Festivals

Term	Knowledge & Understanding		Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Formal Retrieval [if any]	Opportunities for developing literacy skills		
<b>Autumn Term HT1</b>	<p><u>Key Skills - Illustration / Mark Making</u></p> <p>'Crowded / festival Scenes' in the style of L.S Lowry (1887-1976) using pencil and oil pastels.</p> <p><u>Each composite - 20% x 4 = 80% (20%) – Summative Assessment</u></p>	<p>Do now retrievals on factual information.</p> <p>Knowledge developed of 'Crowded / festival Scenes' art elements surrounding the artist L.S. Lowry.</p> <p>Tonal theory both grayscale and colour, through activities and observations.</p> <p>Proportion and scale, through activities and observations.</p> <p>Perspective accuracy within artwork, through activities and observations.</p> <p>Producing a final piece inspired by L.S. Lowry, using Oil Pastels.</p>	<p>Structured writing when performing written elements.</p> <p>Key vocabulary linking to activities.</p> <p>Including art terminology and applying them into written elements of lessons.</p> <p>Discussions surrounding artwork and techniques involved.</p> <p>Peer and self-reflections.</p>	<p>Participate in discussions relating to the theme and the work of artists, designers and craftspeople.</p> <p>Learning about the work of practising artists.</p> <p>Independent practise / resilience.</p>	<p>Written and verbal feedback surrounding work that links to the success criteria.</p> <p>One to one verbal feedback on how to improve work to achieve better marks.</p> <p>Assessment on each composite and a final outcome for the project.</p>
<b>Autumn Term HT2</b>					
<b>Catholicity Across Art HT1/2</b>	<p><b>Links found between L.S. Lowry:</b></p> <ul style="list-style-type: none"> <li>- Much of Lowry's work focuses on the lives of the working poor in industrial England. His depictions of the struggles of these communities, particularly in the bleak landscapes of Northern England, can be seen through a lens that reflects Catholic social concerns about the dignity of work and the marginalized.</li> <li>- Catholicism places significant emphasis on social justice, the care for the poor, and the value of human labour, themes that resonate with Lowry's interest in depicting the lives of ordinary workers, often in stark, somber settings.</li> <li>- Lowry occasionally painted scenes that feature churches or religious processions, though these are generally more about the social fabric of the community than about specific religious practices. For example, in <i>"The Church"</i>, we see a church in an industrial setting with figures entering, possibly indicating the role of religion in the lives of the working-class people he so often portrayed. These scenes can be read as reflecting the importance of church and community in the lives of individuals, a theme that aligns with Catholic values.</li> </ul>				

	<p><b><i>Embedding Catholicity in Art</i></b>  Promoting Community through analysis of artwork done by Lowry. Encouraging integrity, empathy and respect for others with links to SCARED values when developing their own opinion of the people commonly found in the artwork. Open discussions surrounding the iconography and religious links in the work created by L.S. Lowry.</p>				
<p><b>Spring Term HT3</b></p>	<p><u>Key Skills – Ink Techniques</u>  Art Research page on Mexican Folk Art / Day of the Dead' in the style of José Guadalupe Posada (1852-1913) using techniques with inks.</p>	<p>Do now retrievals on factual information.  Knowledge developed of 'Mexican Folk Art / Day of the Dead' art elements surrounding artist José Guadalupe Posada.</p>	<p>Structured writing when performing written elements.  Key vocabulary linking to activities.  Including art terminology and applying them into written elements of lessons.</p>	<p>Participate in discussions relating to the theme and the work of artists, designers and craftspeople.  Learning about the work of practising artists.  Independant practise / resilience.</p>	<p>Written and verbal feedback surrounding work that links to the success criteria.  One to one verbal feedback on how to improve work to achieve better marks.</p>
<p><b>Spring Term HT4</b></p>	<p><u>Each composite – 20% x 4 = 80% (20%) – Summative Assessment</u></p>	<p>Develop knowledge surrounding the processes of print.  Formatting and layering colour, through activities and observations.  Applying colour theory to ink techniques, through activities and observations.  Presenting an Art Research page with artwork inspired by artist José Guadalupe Posada and 'Mexican Folk Art / Day of the Dead'. Including other elements that make up a successful research page.</p>	<p>Discussions surrounding artwork and techniques involved.  Peer and self-reflections.</p>		<p>Assessment on each composite and a final outcome for the project.</p>

<p><b>Catholicity Across Art HT3/4</b></p>	<p>While the Day of the Dead is rooted in pre-Columbian customs, particularly the Aztec festival honouring ancestors, it has been deeply shaped by Catholicism since the Spanish colonization of Mexico in the 16th century. These two cultural and religious elements have intertwined, leading to a unique and vibrant expression in art that blends Catholic beliefs with indigenous practices. The Day of the Dead became a hybrid festival, where Catholic celebrations such as All Saints' Day and All Souls' Day (November 1st and 2nd) were combined with indigenous traditions of honouring the deceased.</p> <p><b>Embedding Catholicity in Art</b></p> <ul style="list-style-type: none"> <li>- Artistic Representations of Death: Catholic Iconography, Catholic symbols such as skulls being a symbolic representation of death, crucifixes, rosaries, altars, candles and angels.</li> <li>- Prayer and remembrance through prayers</li> <li>- Linking the History of the celebration and the Catholic influence.</li> </ul>				
<p><b>Summer Term HT 5</b></p>	<p><u>Key Skills - 3D / Sculpture</u></p> <p>'Tribal African Animal Masks'. Using Cardboard / foil / Plaster and Paint.</p> <p><u>Each composite - 20% x 4 = 80% (20%) – Summative Assessment</u></p>	<p>Do now retrievals on factual information.</p> <p>Knowledge developed of 'Tribal African Animal Masks' art elements it.</p> <p>Applying colour theory to sculpture, through activities and observations.</p>	<p>Structured writing when performing written elements.</p> <p>Key vocabulary linking to activities.</p> <p>Including art terminology and applying them into written elements of lessons.</p>	<p>Participate in discussions relating to the theme and the work of artists, designers and craftspeople.</p> <p>Learning about the work of practising artists.</p> <p>Independant practise / resilience.</p>	<p>Written and verbal feedback surrounding work that links to the success criteria.</p> <p>One to one verbal feedback on how to improve work to achieve better marks.</p> <p>Assessment on each composite and a final outcome for the project.</p>
<p><b>Summer Term HT6</b></p>	<p>Proportion and scale when sculpting, through activities and observations.</p> <p>Exploring Form within artwork, through activities and observations.</p> <p>Textures within artwork, through activities and observations.</p> <p>Producing a final piece inspired by Tribal African Animal Masks.</p> <p>Discussions surrounding artwork and techniques involved.</p> <p>Peer and self-reflections.</p>				
<p><b>Catholicity Across Art HT5/6</b></p>	<p>Symbols of Catholicity: Incorporate Christian symbols such as the cross, rosary, sacred heart, or dove into the design of the masks. These can be subtly included within the patterns or central to the design.</p> <p>Scriptural Themes: Use themes like the Annunciation, the Passion of Christ, or the Trinity. For example, masks can symbolise virtues like faith, hope, and love or reflect the Stations of the Cross.</p> <p>Saints and Holy Figures: African tribal masks traditionally represent ancestors or spirits; they could be adapted to depict Catholic saints, martyrs, or the Virgin Mary while retaining traditional aesthetics.</p>				

**Embedding Catholicity in Art**

- Analysis of Masks and the cultural / spiritual history.
- Identifying patterns and symbols associated with Christianity and other faiths.
- Identifying how masks and characters can link / symbolise cultures and faiths.
- Links to African saints like St Charles Lwanga and combining traditional African attire with Catholic Imagery