



ART Term 1.1

Year Group & Topic Title:

Year 8 – Drawing 101: Observing Form through Drawing Techniques

Key Vocabulary:

- Contour line
 - Tone
 - Hatching / Cross-hatching
 - Blending
 - Form
 - Proportion
 - Negative space
 - Ellipses
 - Viewpoint
 - Structure
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Key Knowledge:

- Understanding how to observe and draw from life using contour and proportion.
 - Learning how to apply **tone, hatching, and blending** to describe 3D form.
 - Developing **accuracy** in observation by drawing objects from different **viewpoints**.
 - Exploring the relationship between **structure and form** in both objects and architecture.
 - Using **negative space** and **measurement techniques** to improve accuracy.
 - Making connections between drawing observed forms and drawing architectural structures
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Lesson Sequence:

1. Contour & Line – Observing Everyday Objects
 2. Building Form – Shading, Hatching & Blending Techniques
 3. Observational Drawing – Viewpoints & Proportion
 4. From Object to Architecture – Structural Forms in Drawing
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Any Possible Misconceptions:

- Assuming drawing is about what you think an object looks like, rather than what you **actually observe**.
 - Believing shading is just about colouring in, rather than showing **light and shadow** to create form.
 - Struggling to see **negative space** as a drawing aid.
 - Over complicating perspective before learning **form and structure** through observation
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3 Key Questions for the Topic:

1. How can we train our eyes to draw what we actually see, not what we think we see?
2. Which drawing techniques help make a flat image look 3D?
3. How does understanding form help us draw both objects and buildings accurately?



Term 1.2

Year 8 – Architectural Views: Inspired by Hockney's Collage & Pixel Art

Key Vocabulary:

- Architecture
 - Photomontage
 - Collage
 - Perspective
 - Composition
 - Pixelation
 - Distortion
 - Layering
 - Contrast
 - Mixed media
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Key Knowledge:

- **David Hockney** is a British artist known for his **photomontages** (called "joiners"), bold use of **colour**, and exploration of **multiple viewpoints** in one image.
 - Hockney's work breaks away from traditional perspective by **reconstructing scenes** from photographs, showing time, space, and movement in new ways.
 - His later work includes **iPad drawings** and **pixelated compositions**, blending traditional and digital techniques.
 - Architecture can be interpreted artistically by **fragmenting, layering, and reassembling** forms to show space creatively.
 - Collage and pixel-style artwork require strong understanding of **composition, scale, and tone** to be effective.
 - Using both **hands-on and digital media** builds confidence in creative visual communication
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Lesson Sequence:

1. Who is David Hockney? Exploring Joiners & Photomontage
 2. Drawing Buildings – Observing Architecture from Photographs
 3. Cut and Rearrange – Creating Architectural Collage Studies
 4. Constructing a Hockney-Style Joiner (Paper or Digital)
 5. Deconstructing Images – Exploring Pixelation by Hand and student electronic devices
 6. Making Pixel-Style Architectural Artworks (Manual or Digital Tools)
 7. Hybrid Composition – Combining Collage & Pixel Art Techniques
 8. Final Piece & Reflection – My Reconstructed Architectural View
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Any Possible Misconceptions

- Thinking collage is random rather than a deliberate, **compositional process**.
 - Misunderstanding Hockney's photomontages as messy or chaotic, instead of **intentional explorations of space and time**.
 - Confusing pixel art with digital laziness rather than **stylised simplification and design choices**.
 - Believing architecture must be represented with strict realism instead of **creative reconstruction and viewpoint manipulation**.
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3 Key Questions for the Topic:

1. What makes David Hockney's approach to capturing space and time different from traditional artists?
2. How can collage and pixel techniques help us tell a visual story about a place or structure?
3. How do we plan, layer, and refine a composition that reimagines architectural form?



Term 2

Year 8 – Surrealism: Dream Worlds with Dalí in Batik

Key Vocabulary:

- Surrealism
 - Dreamscape
 - Juxtaposition
 - Transformation
 - Symbolism
 - Flour Batik
 - Resist technique
 - Textile surface
 - Narrative composition
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Key Knowledge:

- **Surrealism** is an art movement that explores **dreams** and unusual or symbolic combinations.
- **Salvador Dalí** is known for precise, realistic drawings of **unreal and dreamlike imagery**, often using **metamorphosis** and **visual puns**.
- Surrealists often combine **real objects** in **unexpected ways**, playing with **scale, location and transformation**.
- **Flour batik** is a surface design technique where a **flour paste resist** is applied to fabric or paper before adding paint. The dried paste resists the paint, allowing students to build surreal compositions with **layered textures and linework**.



- Students learn to develop **Surrealist narratives** across both drawing and textile media, fusing fine art and expressive craft.
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Lesson Sequence (Just Titles):

1. What is Surrealism? Exploring Dalí, Dreams & the Subconscious
 2. Expanding understanding of Surrealism through automatic drawing, creative play, and visual association.
 3. Object Drawing – Observing and Transforming Everyday Forms
 4. Planning a Surrealist Design – Symbolism, Juxtaposition & Sketching Ideas
 5. Introduction to Flour Batik – Design Transfer & Resist Application
 6. Painting the Dream – Adding Colour & Tone to Batik Surrealism
 7. Finishing & Enhancing – Textural Detail and Surreal Storytelling
 8. Reflect, Title & Present – What is the Meaning Behind Your Dream World?
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Any Possible Misconceptions:

- Thinking Surrealism means "random" imagery rather than **purposeful dreamlike symbolism**.
 - Assuming flour batik is only decorative and not suitable for **narrative or imaginative** work.
 - Believing batik cannot include drawing – in fact, **line and mark-making** are essential.
 - Overcomplicating surreal compositions without planning – successful surrealism comes from **clear symbolic intent** and **balanced composition**.
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3 Key Questions for the Topic:

1. How can we express dreams and ideas from our subconscious through symbolic art?
 2. How does Dalí use juxtaposition and transformation to surprise the viewer?
 3. How can we combine drawing and flour batik to create a unique and imaginative Surrealist world?
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Year Group & Topic Title:

Year 8 – Pop Art: Transforming Popular Objects, Creating A Narrative Artwork Series

Key Vocabulary:

- **Pop Art**
 - **Popular culture**
 - **Morph / Transformation**
 - **Narrative sequence**
 - **Bold colour**
 - **Simplification**
 - **Flat painting technique**
 - **Ben-Day dots**
 - **Contrast**
 - **Repetition**
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Key Knowledge:

- **Pop Art** draws inspiration from **everyday objects, advertising, and consumer culture**, often using bold visual techniques to **reflect or comment on society**.
- Artists like **Andy Warhol** and **Roy Lichtenstein** simplified and repeated familiar images to make us see them in new ways.
- Students will **morph a popular object** (e.g. a soda can, trainers, phone) into something new through **three stages**:

Beginning (recognisable object)



Middle (transforming or being affected by culture/technology)

End (final form, exaggerated or symbolic)

- This **visual story** is painted across three panels or one continuous composition.
 - **Flat colour, bold outlines, and graphic style** will be used to achieve a powerful Pop Art effect.
 - **Simplification and clean brushwork** are key to successful painting in this style.
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Lesson Sequence:

1. What Is Pop Art? Exploring Artists & Everyday Objects
 2. Object Studies – Painting & Selecting a Pop object to Transform
 3. Planning the Narrative – Beginning, Middle & End Sketches
 4. Composition Layout – Panel Design & Colour Blocking Plan
 5. Painting development – Flat Colour Techniques (Beginning Panel)
 6. Developing the Middle – Adding Changes, Lines, and Detail
 7. Final Panel – Completing the Transformation with Visual Impact
 8. Title, Reflect & Present – What Does Your Visual Story Say?
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Any Possible Misconceptions:

- Believing the morph must be realistic – **symbolism and exaggeration** are encouraged.
 - Thinking Pop Art is just copying images – it's about **commenting on or transforming them**.
 - Rushing the planning phase – without **clear storyboarding**, the transformation may lack clarity.
 - Using too many colours – Pop Art often uses **limited, high-contrast palettes**.
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3 Key Questions for the Topic:

1. How can we use Pop Art to tell a visual story about an everyday object?
2. What painting techniques help us achieve a bold and graphic Pop Art look?
3. How does your object's transformation reflect or comment on modern culture?



Term 3

Year 8 – Clay: Expressive Creatures and Characters in 3D

Key Vocabulary:

- **Form**
 - **Structure**
 - **Relief**
 - **Score and slip**
 - **Texture**
 - **Surface decoration**
 - **Kiln**
 - **Glaze**
 - **Pinch / Coil / Slab**
 - **Refinement**
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Key Knowledge:

- Clay allows artists to tell stories through **form, texture, and expression**.
- Students will create a **3D character or creature** inspired by emotion, imagination, or cultural symbolism.
- Work will be influenced by artists who explore narrative, identity, and storytelling through clay, including:



Grayson Perry – known for richly decorated ceramics that explore identity and society.

Magdalene Odundo – known for elegant hand-built vessels with sculptural form and cultural significance.

Kate Malone – known for playful forms and intricate textures inspired by nature and imagination.

- Students will explore **pinch pots, coil and slab building**, and learn how to **securely join parts using score and slip**.
- Focus is on creating an imaginative form with thoughtful **surface texture and decoration** using tools, carving, and colour.
- Decoration may be completed using watercolour **paint or glaze**, depending on drying and firing time.

Lesson Sequence (Just Titles):

- 1. Exploring Artists – Clay as Sculpture and Storytelling**
- 2. Design a Character or Creature – Sketch Ideas and Viewpoints**
- 3. Clay Techniques – Pinch, Coil, and Slab Construction Practice**
- 4. Start Building – Constructing the Main Form**
- 5. Adding Detail – Features, Texture, and Character Elements**
- 6. Refinement – Smoothing, Strengthening, and Cleaning Up**
- 7. Drying and Decorating – Paint or Glaze Decisions**
- 8. Present and Reflect – What Story Does Your Sculpture Tell?**

Any Possible Misconceptions:

- Believing clay is just decorative – it's also **structural and expressive**.
 - Forgetting to slip and score – leads to parts **breaking during drying**.
 - Making parts too thin – **thin clay is fragile and likely to crack**.
 - Treating decoration as an afterthought – **texture and colour should support the concept**.
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3 Key Questions for the Topic:

- 1. How can artists use clay to tell a story or express identity and emotion?**
- 2. What techniques help us build strong and expressive 3D forms?**
- 3. How do surface textures and details bring our clay characters to life?**