

Year 8 Art & Design Curriculum Summary

Name of unit	Picasso & Modernism
Why do we study this unit?	<p>By studying Picasso and Modernism after exploring the early history of art, Year 8 students can build upon their foundational knowledge and expand their understanding of art's evolution. They can engage in critical analysis, explore artistic diversity, and develop a deeper appreciation for the transformative power of art in society.</p> <p>There is great diversity in the work over Picasso's lifetime allowing students to develop skills of drawing, design, painting and sculpture.</p> <p>Allowing students to look in depth at the life of one influential artist is needed at this stage in their education for them to understand how creation of art is not an instant thing, a lifetime of art making is a document to the times lived, issues encountered and a need to explore visual language.</p>
By the end of the unit, students will be able to....	<p>Year 8 students will understand how art evolved from traditional and classical approaches to more experimental and innovative forms of expression. This exploration allows students to witness the artistic revolution that took place during the 20th century.</p> <p>Students gain insights into the broader context in which art and society intersected. They can learn about the cultural movements, political changes, technological advancements, and societal shifts that influenced the development of Modernism and Picasso's work.</p> <p>Studying Picasso and Modernism exposes Year 8 students to a range of artistic approaches and techniques. They can explore the fragmented forms of Cubism, the dreamlike imagery of Surrealism, and the vibrant colours of Fauvism. This exposure broadens their understanding of the diversity of artistic expressions and encourages experimentation in their own work.</p> <p>Embrace their own individuality and creativity. By studying Picasso, students can explore the concept of self-expression and develop their own artistic voice, taking inspiration from Picasso's boldness and willingness to break conventions.</p> <p>Learn to analyse visual elements, symbolism, and conceptual</p>

	<p>aspects, fostering their ability to form their own interpretations and engage in meaningful discussions.</p> <p>How to make connections between historical art movements and the world they live in today</p>
Links to previous units	Studying Modernism following the Year 7 unit 'Time Line' allows students to continue to develop their artistic skills while seeing the continued chronological progression of art.
Key vocabulary	<p>Pattern, Perspective, Portrait, Primitive, cultural appropriation, Proportion, Realism, Sculpture, Symbolism</p> <p>Texture, surrealism, subconscious, Abstract, Composition, Contemporary, Expression, Form, Impasto</p> <p>Impression, Mark Making, negative space, tactile, kiln, Sgraffito</p>
Week and summary topic	Knowledge and skills learned
Term 1: Early Picasso, Blue Period	<p>The child genius explored and how colour can change mood for the viewer.</p> <p>Drawing with realism, how to describe form in two dimensions. Using pencil, chalk, charcoal and oil pastels.</p>
Term 2: Neoclassicism, Primitivism	<p>Cultural appropriation, what is taking inspiration and what is the stealing. Is all art a melting pot of cultures?</p> <p>Identify characteristics and compositional methodologies present in Neoclassicism and Picasso's Primitive period.</p> <p>Develop brush and ink work and use oil pastel and wash to explore the use of resist. Tackle human form in drawing and how to describe convincing proportions.</p>
Term 3: Cubism	<p>What was the trigger for this new art movement. How did Picasso collaborate and why did the partnership end. What is analytical cubism and how does it differ from synthetic. What is the difference between realism, abstract and semi-abstract art.</p> <p>Composing pictorial space in a new way, creating semi-abstract pieces. Developing collage skills, acrylic painting and designing complex compositions.</p>
Term 4: Surrealism, Symbolism	<p>What is automatism? What is Surrealism? Why was Picasso not fully involved in the movement?</p> <p>What event happened in northern Spain in 1937 that led to the creation of Picasso's largest painting and why did this painting</p>

	<p>have to be kept behind bulletproof glass?</p> <p>Fluid drawing, abstracting to a pure shape. Using negative space to add impact. How to apply a wash of colour. How to improve your brush control.</p> <p>Working together to create a large scale collaboration.</p> <p>Decision making regarding colour and communication.</p>
<p>Term 5: Symbolism</p>	<p>Can art have a universal international impact?</p> <p>Working together to create a large scale collaboration.</p> <p>Decision making regarding colour and communication.</p> <p>Spreading art outside of the classroom and using it as a way to make people curious.</p>
<p>Term 6: Ceramics</p>	<p>Do the same rules apply to sculpture as painting? Why did Picasso create a huge body of ceramics?</p> <p>Sgraffito drawing taught. Modelling clay to create a stable inventive form. How firing clay changes the structure. Using sgraffito on a clay surface and designing a tactile joyful piece of ceramics.</p>