

# HOLLAND PARK SCHOOL ART DEPARTMENT

## Year 8 Art & Design Overview

YEAR 8: UNIT 1 & 2: MEMENTO MORI, DIA DE LOS MUERTOS & DESIGNING & CREATING A DIA DE LOS MUERTOS CLAY SKULL	
Overview	<p><b>Overview:</b> This unit explores the historical and cultural significance of memento mori—a Latin phrase meaning “remember you must die.” Students learn how different cultures mark death, honour memory, and symbolise life’s transience. Through the study of Vanitas, Día de los Muertos, and key artists, students build skills in drawing, sculpture, symbolism, and critical analysis. They design and construct their own 3D skull sculpture, referencing symbolism, pattern, and personal meaning, while refining their ability to annotate and reflect.</p> <p><b>Knowledge focus:</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of memento mori and its historical significance in art</li> <li>• Learn about Vanitas and Día de los Muertos traditions</li> <li>• Explore cultural symbolism, colour theory, and how artists use symbols to express identity, spirituality, and memory</li> <li>• Understand formal elements (line, tone, texture, shape) in both 2D and 3D contexts</li> <li>• Learn how composition, symbolism, and cultural identity are conveyed in artists' work</li> </ul> <p><b>Skill focus:</b></p> <ul style="list-style-type: none"> <li>• Tonal drawing: highlights, midtones, shadows, accuracy and proportion</li> <li>• Observational drawing of skulls using reference images</li> <li>• Acrylic painting and Colour Mixing</li> <li>• Building a 3D sculpture using newspaper, tape, papier-mâché, and clay</li> <li>• Applying fine detail, paint layering, and colour symbolism</li> <li>• Designing, planning, and annotating symbolic choices</li> <li>• Artist research pages using the CCTV framework</li> <li>• Transcription work from Frida Kahlo</li> <li>• Evaluating final outcomes with reference to visual, contextual, and personal intentions</li> </ul>
Assessment	<p>Each half term, students will be assessed on their technical skill, ability to explore materials and critical analysis of the work of artists.</p> <p><b>By the end of the unit students will understand:</b></p> <p><b>Technical Skill</b></p> <ul style="list-style-type: none"> <li>• Accurately draw skulls using tonal shading to show highlights, midtones, and shadows</li> <li>• Construct and refine a stable 3D skull sculpture using sculptural techniques</li> <li>• Apply paint with precision using colour mixing, gradients, and fine brushwork</li> </ul> <p><b>Exploring Materials</b></p> <ul style="list-style-type: none"> <li>• Use a range of media including pencil, newspaper, papier-mâché, acrylic paint, coloured pencil, and clay</li> <li>• Apply Dia de los Muertos symbolism using colour, pattern, and cultural motifs</li> <li>• Experiment with texture and surface design on 3D forms</li> </ul> <p><b>Critical Analysis</b></p> <ul style="list-style-type: none"> <li>• Analyse works by Damien Hirst, Frida Kahlo, and Alfonso Castillo Orta using the CCTV structure</li> <li>• Explain the meaning behind their own symbols, colours, and compositions</li> <li>• Reflect on cultural traditions and personal identity through class discussion and annotation</li> </ul>

<b>Keywords</b>	<b>By the end of the unit, students should know and use the following key terms:</b> Memento mori, Vanitas, Dia de los Muertos, Symbolism, Context, Concept, Technical, Visual, Midtone, Highlight, Shadow, Accuracy, Tone, Texture, Proportion, Scale, Composition, Pattern, Motif, Form, Structure, 3D, Sculpture, Papier-mâché, Layering, Acrylic, Colour theory, Colour mixing, Complementary, Harmonious, Saturation, Intensity, Transcription, Self-portraiture, Identity, Representation, Contrast, Detail, Influence, Visual impact, Personal response, Adaptation
<b>Key Dates, Art Movements &amp; Artists</b>	<p><b>Artists:</b>  <b>Damien Hirst (b. 1965)</b> – For the Love of God (2007): A diamond-encrusted skull symbolising death, vanity, and value. Teaches students about controversy, materials, and confronting mortality.  <b>Frida Kahlo (1907–1954)</b> – Known for symbolic self-portraits. Explores themes of identity, pain, gender, Mexican culture, and personal symbolism.  <b>Alfonso Castillo Orta (1944–2009)</b> – Mexican ceramicist famous for Day of the Dead skulls and colourful, symbolic ceramics representing cultural tradition and family legacy.</p> <p><b>Art Movements:</b>  <b>Vanitas (17th century, Dutch Baroque)</b> – Still life artworks symbolising death and the futility of earthly pleasures through skulls, clocks, and extinguished candles.  <b>Día de los Muertos (Mexican culture)</b> – Celebrates and remembers the dead using vibrant symbolism, altars (ofrendas), and decorated skulls.  <b>Surrealism (1920s–1970s)</b> – Referenced through Kahlo's work, explores identity, pain, and the unconscious mind through symbolic visual language.  <b>Contemporary Art</b> – Artists like Damien Hirst challenge material value and provoke through conceptual work, often using found or unusual materials.</p>

UNIT	KEY CONTENT	SKILL ASSESSED	GLOSSARY LINK
Unit 1: Memento Mori & Dia De Los Muertos	Observation - Tonal Skull	Technical Skill	Pages 38 - 42
	Day of the Dead Motifs: Skulls, Flowers, Patterns	Technical Skill & Exploring Materials	
	Exploring Mexican Culture	Critical Analysis & Exploring Materials	
	Skull Forms & Design	Technical Skill & Exploring Materials	
	Frida Kahlo Research & Analysis	Critical Analysis & Exploring Materials	
	Introduction to Colour Mixing (Acrylic Paint)	Exploring Materials	
	Frida Kahlo Study	Technical Skill & Exploring Materials	
Unit 2: Designing & creating a Dia De Los Muertos Clay Skull	Damien Hirst Research & Analysis	Critical Analysis & Exploring Materials	Pages 38 - 42
	Basic Sculpture Techniques: Skull Foundation	Exploring Materials	
	Developing Sculpting Skills & Adding Details	Technical Skill & Exploring Materials	
	Skull Sculpting: Surface Decoration Techniques	Technical Skill & Exploring Materials	
	Painting Skull Sculptures	Technical Skill & Exploring Materials	
	Artist Statement and Reflection	Critical Analysis & Exploring Materials	
	Flexi: Drawing your sculpture in colour pencil	Technical Skill & Exploring Materials	

YEAR 8: UNIT 3 & 4: WARPED PERSPECTIVES: ONE-POINT AND TWO-POINT PERSPECTIVE DRAWING & FRAMES OF REALITY: ARCHITECTURE & 3D MODELLING

Overview

**Overview:** In this unit, students explore the principles of architectural drawing, perspective, and spatial design through a combination of technical exercises, creative collage, digital manipulation, and artist research. Starting with 1-point and 2-point perspective drawing, students build their ability to represent depth, structure, and proportion, then apply these skills to conceptual design. Inspired by contemporary and historical architects and visual artists, they engage with the idea of 'warped' space through collage, deconstruction, and 3D model making, culminating in their own architectural vision using drawing and form.

**Knowledge focus:**

- Understand the role of architecture as functional design and artistic expression
- Learn core principles of 1-point and 2-point perspective and how they apply to building structures
- Explore architectural terminology (horizon line, vanishing point, orthogonal lines, scale, proportion)
- Understand how architecture changes over time, across cultures, and reflects values and ideologies
- Study the work of artists and architects who use abstraction, distortion, and digital methods to transform space
- Analyse the connection between geometry, composition, and concept in architectural design

**Skill focus:**

- Draw using 1- and 2-point perspective with accuracy
- Understand and apply the rules of vanishing points, foreshortening, and scale
- Design creative architectural forms using collage, deconstruction, and mixed media
- Use line weight and shading to convey depth and structure
- Explore the idea of dystopian and utopian cities using creative freedom and research
- Create 3D paper sculptures or pop-up architectural models inspired by Zaha Hadid
- Develop artist research pages using the CCTV model (Context, Concept, Technical, Visual)
- Present ideas clearly through technical drawing and visual annotation

Assessment

Each half term, students will be assessed on their technical skill, ability to explore materials and critical analysis of the work of artists.

**By the end of the unit students will understand:**

**Technical Skill**

- Use 1-point and 2-point perspective to draw buildings and environments accurately
- Apply rules of perspective with consistent vanishing points, line weight, and scale
- Demonstrate precision and structure in technical drawing, including cityscapes and letters in perspective

**Exploring Materials**

- Experiment with collage, cut-up, and layered compositions based on architectural photography
- Create mixed media pieces using printouts, pen, ruler, and digital elements
- Build 3D paper models or sculptural forms that reflect futuristic or conceptual design thinking
- Use sketchbooks for planning, visual exploration, and annotation

**Critical Analysis**

- Analyse the work of Klaus Frahm, M.C. Escher, Zaha Hadid, and Patrick Vale
- Use the CCTV framework to explore artist context and creative process
- Discuss the role of form, concept, symbolism, and abstraction in architectural design
- Reflect on their own creative process, evaluating structure, style, and presentation

Keywords

**By the end of the unit, students should know and use the following key terms:** Perspective, One-point perspective, Two-point perspective, Horizon line, Vanishing point, Orthogonal lines, Foreshortening, Line weight, Depth, Scale, Proportion, Viewpoint, Space, Form, Shape, Structure, Architecture, Dystopian, Utopian, Deconstruction, Abstraction, Collage, Transparency,

	Layering, Framing, Contrast, Cityscape, Background, Midground, Foreground, Focal point, Pop-up, 3D model, Technical drawing, Annotate, Planning, Surface, Grid, Geometry, Modern, Postmodern, Digital.
<b>Key Dates, Art Movements &amp; Artists</b>	<b>Artists &amp; Architects:</b> <b>Zaha Hadid (1950–2016):</b> Iraqi-British architect known for her fluid, deconstructivist designs like the Heydar Aliyev Center. Her work inspires model-making and gestural drawing through abstraction and movement. <b>Klaus Frahm (b. 1953):</b> Photographer and artist who creates generative architectural collages using photography, vanishing points, and software to reimagine real structures. <b>M.C. Escher (1898–1972):</b> Dutch graphic artist known for mathematically-inspired impossible constructions and warped perspective drawings. <b>Patrick Vale (contemporary):</b> Creates detailed architectural drawings and panoramic cityscapes. His use of line, scale, and perspective supports advanced city drawing exercises. <b>Peter Root (1973–2012):</b> Sculptor known for miniature cityscapes made from staples and found materials. Introduced as inspiration for model making and conceptual architectural work.

UNIT	KEY CONTENT	SKILL ASSESSED	GLOSSARY LINK
Unit 3: Warped Perspectives: One-Point and Two-Point Perspective Drawing	1 Point & 2 Point Perspective	Technical Skill	Pages 38 - 42
	Draw like an Architect	Technical Skill	
	2 Point Perspective Title	Technical Skill	
	One Point Perspective 'Bird's eye'	Technical Skill & Exploring Materials	
	Two Point Perspective 'Dystopian City'	Technical Skill & Exploring Materials	
Unit 4: Frames of Reality: Architecture & 3D Modelling	Klaus Frahm: Warped Perspective	Technical Skill & Exploring Materials	Pages 38 - 42
	Klaus Frahm Research & Analysis	Critical Analysis & Exploring Materials	
	Pop City Zaha Hadid	Exploring Materials	
	3D modelling Paper Sculpture	Exploring Materials	
	Technical Drawing - Paper Sculpture (A5)	Technical Skill & Exploring Materials	
	Zaha Hadid Artist Research & Analysis	Critical Analysis & Exploring Materials	

YEAR 8: UNIT 5 & 6: LANDSCAPE MASTERY: DEVELOPING TECHNIQUES IN WATERCOLOUR AND COLOUR PENCIL

<p><b>Overview</b></p>	<p><b>Overview:</b> In this unit, students explore the genre of landscape art, tracing its development from traditional representation to expressive and digital interpretations. They study a wide range of artists to understand how landscapes can be used to explore emotion, memory, place, and time. Pupils develop technical skills in observational drawing, mark making, and watercolour and coloured pencil techniques. Through the work of artists such as David Hockney, J.M.W. Turner, Monet, and Heaton Cooper, students investigate different styles and approaches to depicting natural environments.</p> <p><b>Knowledge focus:</b> Understanding the evolution of landscape art and how it reflects social, emotional, and environmental concerns, learning key landscape art vocabulary: foreground, background, middle ground, horizon line, vanishing point, understanding how tone, perspective, colour, and composition create depth and atmosphere, exploring the use of colour and mark making to communicate mood and memory in landscape, analysing how artists like Hockney, Turner and Monet approached landscape through different media and techniques, recognising how weather, season, and time of day affect light, mood, and visual storytelling in landscape.</p> <p><b>Skill focus:</b></p> <ul style="list-style-type: none"> <li>• Creating accurate observational drawings of landscapes using pencil, pen, and coloured pencil</li> <li>• Using the grid method to support proportion, scale, and layout in tonal studies</li> <li>• Developing a range of mark making techniques: hatching, cross-hatching, scumbling, stippling, and brush marks</li> <li>• Building skill in watercolour painting, including: <ul style="list-style-type: none"> <li>◦ Wet-on-wet</li> <li>◦ Wet-on-dry</li> <li>◦ Layering</li> <li>◦ Colour gradients</li> <li>◦ Saturation control</li> </ul> </li> <li>• Creating digital artworks inspired by Hockney using apps like Sketchbook</li> <li>• Producing annotated artist research pages using the CCTV model (Context, Concept, Technical, Visual)</li> <li>• Reflecting on outcomes and self-evaluating the success and development of ideas, techniques, and composition choices</li> </ul>
<p><b>Assessment</b></p>	<p>Each half term, students will be assessed on their technical skill, ability to explore materials and critical analysis of the work of artists.</p> <p><b>By the end of the unit students will understand:</b></p> <p><b>Technical Skill</b></p> <ul style="list-style-type: none"> <li>• How to draw landscapes with accuracy using observational drawing and the grid method</li> <li>• Apply linear perspective and compositional principles to create depth (foreground, midground, background)</li> <li>• Control tone and line to depict light, distance, and atmosphere</li> </ul> <p><b>Exploring Materials</b></p> <ul style="list-style-type: none"> <li>• Experiment confidently with watercolour techniques such as wet-on-wet, layering, and dry brush to create mood and texture</li> <li>• Use coloured pencil techniques like blending, scumbling, and pressure control for tonal transitions and detail</li> <li>• Develop digital artwork using painting apps inspired by David Hockney's iPad landscapes</li> <li>• Explore how different tools and media (pen, pencil, brush, stylus) impact mark making and visual effects</li> </ul> <p><b>Critical Analysis</b></p> <ul style="list-style-type: none"> <li>• Analyse the work of artists such as David Hockney, J.M.W. Turner, Heaton Cooper, and Claude Monet, considering how they use composition, colour, and technique to depict landscape</li> <li>• Use the CCTV model (Context, Concept, Technical, Visual) to structure artist research and sketchbook annotations <ul style="list-style-type: none"> <li>• Reflect on their own and others' work, identifying areas of success and improvement in relation to mood, technique, and visual storytelling</li> </ul> </li> </ul>
<p><b>Keywords</b></p>	<p><b>By the end of the unit, students should know and use the following key terms:</b> Landscape, Foreground, Midground, Background, Horizon line, Vanishing point, Linear perspective, Composition, Depth, Scale, Proportion, Observation, Grid method, Tonal drawing, Light source, Highlight, Shadow, Midtone, Contrast, Detail, Texture, Mark making, Hatching, Cross-hatching, Scumbling, Stippling, Brushwork, Watercolour, Wet-on-wet, Wet-on-dry, Layering, Blending, Gradient, Colour wash, Dry brush, Colour intensity, Transparency, Saturation, Vibrancy, Mood,</p>

	Atmosphere, Memory, Place, Viewpoint, Framing, Focal point, Balance, Rhythm, Visual storytelling, Digital painting, Stylus, Zoom, iPad drawing, Colour pencil, Pressure control, Blended shading, Annotate, Evaluate, Artist research, David Hockney, J.M.W. Turner, Claude Monet, Heaton Cooper, Thomas Cole, Emotional response.
Key Dates, Art Movements & Artists	<p><b>Artists:</b></p> <p><b>David Hockney (b. 1937):</b> Contemporary British artist known for his vibrant, stylised landscapes including iPad paintings and bold reinterpretations of Yorkshire scenes like Garrowby Hill. His work inspires colour experimentation and digital painting.</p> <p><b>J.M.W. Turner (1775–1851):</b> Romantic painter celebrated for dramatic use of light, atmosphere, and tone in seascapes and landscapes. Helps students explore mood through watercolour washes and tonal contrast.</p> <p><b>Claude Monet (1840–1926):</b> A leading figure in Impressionism, famous for capturing fleeting light and seasonal changes in outdoor scenes. His layered brushwork and use of colour guide students' watercolour techniques.</p> <p><b>Georgia O'Keeffe (1887–1986):</b> American modernist known for her abstracted natural forms, vibrant colour, and desert landscapes. Her work encourages students to explore emotion and symbolism in nature, and to zoom in on small details with a strong sense of design.</p> <p><b>Heaton Cooper (1903–1995):</b> Lake District artist known for his detailed and tonal pencil and watercolour landscapes. Helps students build skill in observation, form and structure through drawing from nature.</p> <p><b>Art Movements:</b></p> <p><b>Romanticism (late 18th – mid 19th century):</b> Focused on emotion, nature, and the sublime. Important for understanding Turner's atmospheric works and the use of tone and light to convey awe.</p> <p><b>Impressionism (1860s–1880s):</b> Emphasised quick brushwork, natural light, and vibrant colour. Monet's landscapes demonstrate how to capture mood and changing environments through colour and mark making.</p> <p><b>Modern Art (1860s–1970s):</b> A broad period that includes movements that experimented with landscape beyond realism, influencing Hockney's abstraction, stylisation, and use of technology.</p> <p><b>Digital Art (1990s–present):</b> Relevant to Hockney's iPad drawings, which explore the landscape using new media and tools. Introduces students to contemporary approaches to traditional subjects.</p>

UNIT	KEY CONTENT	SKILL ASSESSED	GLOSSARY LINK
Unit 5: Landscape Mastery: Developing Techniques in Watercolour and Colour Pencil	Observation Drawing – Landscape (Pencil)	Technical Skill	Pages 38 - 42
	David Hockney 'Garrowby Hill' pencil study	Technical Skill & Exploring Materials	
	David Hockney Artist Analysis	Critical Analysis & Exploring Materials	
	David Hockney Mark Making (Watercolour & Colour Pencil)	Technical Skill & Exploring Materials	
	David Hockney Landscape (Watercolour)	Technical Skill & Exploring Materials	
Unit 6: Landscape Revisited: Watercolour & Colour pencil techniques & skills	Line & Texture: Hatching The Landscape	Technical Skill & Exploring Materials	Pages 38 - 42
	Monochromatic Painting	Technical Skill & Exploring Materials	
	Claude Monet Mark Making	Technical Skill & Exploring Materials	
	A4/A5 Monet Outcome	Technical Skill & Exploring Materials	
	Flexi: Artist Analysis - Turner	Critical Analysis & Exploring Materials	