BRANNEL SCHOOL
EXCELLENCE | CREATIVITY | COMMUNITY

Curriculum Summary Document

Year 8 – Art

Cultural Masks: Identity, Symbolism & 3D Construction

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
Cultural Context and Mask Meanings	Autumn Term	Students explore the cultural and ceremonial role of masks across a range of world cultures. They learn how masks communicate identity, power, protection, spirituality and celebration. Students research visual examples, identify key symbolic elements, and begin early design ideas by sketching and annotating features that help to express meaning.	This develops understanding that art is shaped by culture, belief and tradition. Students learn that artistic decisions are intentional, not random. This prepares them to make respectful, meaningful and informed creative choices in their own designs.	Oracy – discussing and presenting research findings Geography – cultural regions and global tradition History – artefacts and cultural heritage
Artist Studies: Yusuke Asai & Kimmy Cantrell	Spring Term (First Half)	Students study two contemporary artists who use exaggeration, symbolic shape and expressive form within mask-inspired artworks. They analyse how colour, composition and pattern communicate mood or identity. Students experiment with stylistic elements in their sketchbooks, learning how to layer materials and develop bold surface qualities.	This phase strengthens visual analysis and artistic decision-making. Students learn how to take *influence rather than copy*, and begin to develop a personal visual style. They gain confidence talking about artistic intention and how choices affect meaning.	Oracy – critique and explanation using subject vocabulary Art History – comparing traditional and contemporary art PSHE – identity and expression
Design Development and Annotation	Spring Term (Second Half)	Students develop their own mask design by combining cultural reference with personal expression. They refine sketches, experiment with shape and proportion, and annotate their ideas using appropriate vocabulary (e.g., symbolism, contrast, form, exaggeration). Students plan construction methods, identifying where layers, supports and joins will be needed.	Students learn to *explain and justify* their artistic ideas. This supports the development of independence and confidence in preparation for final outcomes in Year 8 and GCSE. It also strengthens sequencing and planning skills that are essential for complex making.	English – structured explanation and reasoning MFL (optional) – where terminology is culturally specific

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Final Outcome: 3D Mask Construction & Surface Decoration	Summer Term	Students construct a 3D mask using layered card-building techniques. They shape and refine form, reinforce structure, and build depth. They then apply surface decoration using paint, pattern and natural pigments (e.g., turmeric, coffee, beetroot) to create symbolic tone and texture. Students evaluate their outcomes, reflecting on design intention and craftsmanship.	This final outcome brings together research, analysis, planning, creative decision-making and technical skill. Students gain confidence in producing resolved, meaningful artwork and learn to evaluate their work with accuracy and clarity, preparing them for more advanced making and critical reflection in Year 9 and GCSE.	Geography & History – cultural understanding and respect English & Oracy – reflective evaluation and presentation