### **KESTEVEN AND SLEAFORD HIGH SCHOOL**



### **ART Scheme of Learning**

# Year 8 - Term 2/ Module No 2/Bones

#### <u>Intent – Rationale</u>

The vital role of art and design plays in our school community is to allowing curiosity, creativity and self—expression to develop alongside resilience, confidence and critical thinking skills. We strive to enable every student to find a voice and find meaning in visual language. Our curriculum introduces every member of our school community to a wide range of media equipping them with the practical skills needed to express themselves confidently visually, through play and experimentation leading to refinement. Our curriculum equips every student with an understanding of art and artists and the essential role that the visual arts plays in society, so that they can appreciate, enjoy and value the creative arts in its many forms, its cultural and contextual importance, applying this knowledge to their lives. Our Art Curriculum strives to equip all our students to be risk takers, evaluators and reflective and engaged learners, we strive to encourage our students to embrace the ambiguous when presented with problem solving activities, developing creative thinking skills.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul> <li>Yr 7 drawing project, Yr 8 vessels project</li> <li>Yr 7 research skills</li> <li>Annotation and responses to artist skills</li> <li>Sketchbook practice in Year 7 &amp; 8</li> </ul>	<ul> <li>Drawing progression through Yr 8 and 9</li> <li>Research progression in Yr 8 &amp; 9 modules</li> <li>Annotation progression in Yr 8 &amp; 9</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul> <li>Biology and anatomical drawings</li> <li>Graphic Communication</li> <li>Typography and history of the written word</li> </ul>	<ul> <li>SP 2/3/4</li> <li>C 1,4</li> <li>Gb4 a, b, c, d,e,f,i</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
Written responses to artwork and research information gathering	Registration of Lino and gridding up

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# **ART Scheme of Learning**

# <u>Year 8 – Term 4</u>

### Intent - Concepts

intent – concepts
What knowledge will students gain and what skills will they develop as a consequence of this topic?
<u>Know</u>
& Understand Da Vinci influence across many different disciplines
a range of approaches to gathering research and responding to Art sources and anatomical drawings
&Develop specific printmaking skills and understand the process and use it effectively

### **Apply**

.. skills to research and present relevant information
.. own ideas from source materials
Independent working and Individualised learning and one to one instruction throughout the project.

### **Extend**

..ideas into outcomes through technical developments and control of media

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul> <li>Anatomy, Renaissance, Invention, Cross hatching, Shading, smudging, line, negative space, positive shape,</li> </ul>	<ul> <li>Drawing</li> <li>Research, responses and annotations</li> <li>Sketchbook work</li> <li>Final print</li> </ul>





### Intent - Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Research stage			Working from DaVinci's skull drawing – students will create
			atonal drawing of one half of the Skull. They will use a basic
			gridding system in which to resize and have correct
			proportion to start their drawing. Introduction to Da Vinci
			and his anatomical drawings.
Observational stage			Once both studies have been completed students then
			create studies of bones and other body parts from the sheet
			and from the bones that are available

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