



ART Scheme of Learning

Year 8 –DayoftheDead

Intent – Rationale

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?
<p>Practical art skills taught in Yr 7 & 8 Critical work and research skills in Yr 7 & 8</p>	<ul style="list-style-type: none"> • Colour / line work leads to the confidence required for the next project • Research and individual ideas will enable students to push their ideas in next project with confidence •
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<p>Cultural references and dance, religion reference opportunities</p>	<p>SP 2/3/4 C 1234</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Ss will read and learn about the Mexican day of the dead 	<ul style="list-style-type: none"> • n/a



ART Scheme of Learning

Year 8 – Module 4 -DayoftheDead

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>Know Students will gain knowledge and understanding of religious celebrations from Mexico They will create an outcome which is their own design from their sources</p> <p>Apply skills to research and present relevant information own ideas from source materials Mark making skills and exploration of media To use painting skills and other drawing media that they have at home Independent working and Individualised learning and one to one instruction throughout the project.</p> <p>Extend Ideas into outcomes through technical developments and control of media</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
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Intent – Concepts

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	GENERATING IDEAS Designing & Developing creative Ideas	MAKING Making Art & Design	EVALUATING Judgement/Selection & Evaluation	KNOWLEDGE process & context
Skills – aims/expectations: INTENT	What creative ideas will be learned, and/or reinforced? What creative problems will Ss encounter? What research sources will be used?	What specific exploration and experimentation of techniques/ processes will be learned?	What selection skills and evaluation will be learned, and/or reinforced?	What critical/contextual knowledge will be learned?
Teaching and learning activities IMPLEMENTATION	How will Ss be able to develop their own creative ideas?	How will Ss experiment and explore these specific skills?	What evaluation method will be used?	In what way will this knowledge be learnt?
Assessment Criteria IMPACT	What does success look like in their practical work?	What evidence will students produce to reflect their making skills?	What evidence will students show to confirm what they have learnt?	What does success look like in their portfolio of work from this project?

Please use these headings to identify/flag up each lesson focus: **Observational stage /or Research stage /Exploration & Experimentation phase / Idea development / Development/Design & planning / Conclusion /Final outcome phase/ Focus on Technique/ Creativity & Flow/ Demonstration/ IT work / Use of exemplar / Artist study / Critical skills / Retrieval activity**


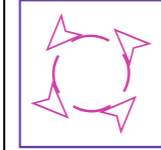


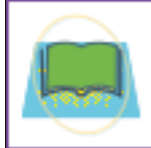


	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	<p>Research stage Lesson 1: Sketchnote page – ‘Day of The Dead’</p> <p>Discuss this Mexican tradition (short video clip from James Bond – Spectre, that conjures up the atmosphere) and Short video from National Geographic that summarises everything.</p> <p>Show examples of masks. Briefly discuss sugar skulls too (calveras - representations of deceased relatives – made of sugar or chocolate and often consumed by the children after the celebration.)</p>	<p>https://robertcarretrust.sharepoint.com/:p:/r/sites/KSHS-Dept-Art/Shared%20Documents/Year%208%20Channel/DayoftheDead/YR8_day_of_the_dead_CP.pptx?d=w0e57d38336a4402586859035695eb5c5&csf=1&web=1&e=jQeIPR</p> <p>Pencil / colour pencils A4 paper (or any plain surface) Not felt tips!</p>	<p>Learning about Day of the Dead – Mexican culture.</p> <p>Students creating a colourful and interesting sketchnote page on the theme ‘Day of The Dead’</p>	<p>Finish sketchnote page – do some research of your own and add extra detail and colours to your sketchnote.</p>



2	<p>Exploration & Experimentation phase Lesson 2: Researching Mexican patterns and mask designs</p> <p>The task over the next two lessons is going to be to design a Day of The Dead mask. Students will be developing their own mask designs: Masks were traditionally made of clay and hand painted by the indigenous people of Mexico. More than often they are made of paper mache and can be worn. The celebration of Day of the Dead is practiced by most Mexicans.</p> <p>Step 1: Look at the common themes and patterns in the masks on the PP and make notes. Step 2: What elements do we need in our masks? Water, wind, earth and fire all need to be represented. Flowers need to be included too - search for flowers on the internet - or use real/artificial/dried flowers as a reference if you have them Step 3: Think about your use of colour in your design Colours represent different things – details in PP.</p> <p>Step 4: Create a page of all your ideas and research for your mask design</p> <ul style="list-style-type: none"> • Make lots of sketches of the different elements you might want to include • Annotate your sketches with notes on why you are including certain patterns, shapes, colours etc and what they represent • Experiment with colour – what colour scheme are you using? Suggest a few options on your page 	<p>Powerpoint</p> <p>Pencil / colour pencils</p> <p>A4 paper (or any plain surface)</p>	<p>Collecting of research, ideas and elements to create a final design.</p>	<p>Submit work from today to the Classwork channel in Teams.</p>
3	<p>Idea development Lesson 3 and 4: Thinking about applying the elements of design to a finished piece</p> <p>Use the template in files to create the final design – taking into account the notes and sketches the ss made in the previous lesson.</p>	<p>Template in Files</p> <p>Colour pencils</p> <p>A4 paper (or any plain surface)</p>	<p>Creation of a mask design with a Day of the Dead theme.</p>	<p>Finish off design and submit to Assignment section and Classwork section so we can all see each other’s work.</p>

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	<p>List keywords Day of The Dead Calveras</p>	 <p>Prior learning – be specific Follows on from the Science and Bones project where skulls were observed</p>	 <p>Practical skills taught & learnt Research of elements and putting ideas together to create an effective deign</p>	 <p>Links to other subjects Geography – Mexican tradition of Day of The Dead</p>
	<p>Reading & Research evidence Research of the traditional celebration Mexican Day of The Dead</p>	 <p>Written work evidence Facts about aspects of Day of The Dead in the sketchnote page</p>	 <p>Ideas and creative work produced Mask design incorporating different elements, ideas and researCh</p>	<p>Assessment: Finished design submitted to assignment section on Teams and marked with use of the rubric.</p>
<p>Research of visual elements to create a design piece</p>				