



ART Scheme of Learning

Year 8 Still Life – Module 2

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?
Observational Drawing skills learnt in Year 7 <ul style="list-style-type: none"> - Yr 7 drawing project - Yr 7 research skills - Annotation and responses to artist skills - Sketchbook practice in Year 7 & 8 - Mark Making - Observational Drawing Skills Hand to eye coordination	<ul style="list-style-type: none"> • Leads to all future projects that have observational drawing aspects • Drawing progression through Yr 8 and 9 • Research progression in Yr 8 & 9 modules • Annotation progression in Yr 8 & 9
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SP 2/3/4 • C 1,4 • Gb4 a, b, c, d,e,f,i •
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"> • 	<ul style="list-style-type: none"> • Gridding & observational measuring skills



ART Scheme of Learning

Year 8

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u> Ss will be taught how to draw using observational drawing skills. They will shown how to draw vessels, drawing techniques and approaches to drawing through demonstration and step by step instructions. They will be introduced to key still life genres and ways that artists have worked from this area within Art. They will be taught how to use photography and ways in which to take good photographs – how to compose and arrange subjects.</p> <p><u>Apply</u> Ss will create their own still life drawings which will evidence key taught drawing skills. skills to research and present relevant information own ideas from source materials Mark making skills and exploration of media To use charcoal and other drawing media exploring light/dark/tonal range They will create a series of photographs from the given themes – selecting one which will become their outcome.</p> <p><u>Extend</u> ..ideas into outcomes through technical developments and control of media Making links to the work of practitioners and exploring new techniques/methods.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Still life genres / Proportion / measurements / Angle pressure / hold direction – line / tone / expressive / shadow / highlights / blending 	<ul style="list-style-type: none"> • Uploaded work from homework and classwork • Final outcome

Intent – Concepts

KESTEVEN AND SLEAFORD HIGH SCHOOL



Kesteven & Sleaford high school department		KSHSSA ART DEPT SCHEME OF WORK			
TEACHER: ALL STAFF		PROJECT TITLE: STILL LIFE DRAWING			
FORM: YEAR 8		DATE: Oct -Nov		MODULE: 2	
	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 problem 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?	
Lessons	Teacher / Learner Activity	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task	

KESTEVEN AND SLEAFORD HIGH SCHOOL




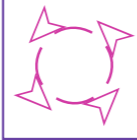




1	<p>Introducing the Project and first sketches of forms: Still life as a discipline within Fine Art overview intro,- first part of the ppt. Slide 2 in pairs ask students to identify what is traditional / modern or contemporary? Discuss vanitas & the main themes of still life -</p> <p>Slide 3 drawing as a skill – how to draw volume using the examples on pinterest.</p> <p>Drawings will be single lesson sessions so that the objects can be rearranged and moved from lesson to lesson</p> <p>Dwg 1: Ss will make 3 sketches on One page in sketchbooks where they begin to experiment with drawing a group of objects arranged on the desk.</p> <p style="background-color: yellow;">Year 8 quarrenteened for 1 week (missing 2 lessons in some cases) during this project – they returned to the project to lesson 3,</p> <p style="background-color: yellow;">After doing live lessons –</p>	<p>Read : https://www.widewalls.ch/magazine/still-life-artists & https://news.artnet.com/exhibitions/the-brooklyn-museum-judy-chicago-dinner-party-1131506</p> <p>First part of the still life powerpoint to be used _ in folder</p> <p>Still life objects – bottle and jars only at this point – please use individual images to focus students on the task</p> <p>https://www.pinterest.co.uk/kshssa/still-life/</p> <p>Proportion and Composition</p>	<p>Ss to make overview /intro notes on still life as a genre in Art</p> <p>Initial A5 sketches completed</p>	<p>Hwk drawing challenge sheet in the Folder – choose a task.</p>
2	<p style="background-color: yellow;">LIVE LESSON . instructed glass jar</p> <p>Dwg 2 –Simple line drawing using wire frame lines (which will be rubbed out) Ss begin to familiarise themselves with the still life by swapping places around the still life and making 3 quick simple sketches on A4, which will serve as the warm up and how to draw objects together – making sure the objects are grounded. Ss need to be shown the first step of the instructions. Step 2-4 of the instructions – T demonstrates technique and gives students 5 mins: Ss choose best viewpoint. Ss should start to draw the objects as if they are transparent wire frame forms with visible lines of construction. This technique helps them to be fully aware of the shape of each individual form and its position in relation to the other forms. It is important to sketch the objects lightly as this makes it easier to change any mistakes and erase any lines of construction. These lines will be erased once they are happy with the shape, proportion and composition of the still life. Leaving an accurate outline of each form and the confidence that all the objects are positioned correctly.</p>	<p>Ppt in folder</p>	<p>A4 sketch completed.</p>	<p>Teacher will ask to see completed sketches at start of each lesson</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL



3	<p>Dwg 3. Line drawing with reflections and shadow shapes. – if possible addition of tonal values. T demonstrates how to add shadows and reflections -Ss lightly sketch in the shapes of any shadows or reflections onto each object. The more care over the accuracy of these marks, the easier Ss will find the next stage of the drawing - the shading of tones.</p> <p>LIVE LESSON : Ss produce line drawing of a group of overlapping objects and take photos of them – demonstrations and instructions given through TEAMS – WITH ppts uploaded.</p>	<p>Sharp 2B pencils – A4 sketchbooks</p> <p>Still life objects – peppers, apples, pears bottle and jars at this point</p> <p>Pinterest board to show or files from Folder</p>	<p>A4 Shadow and reflection dwg completed. Shadows and reflections to be added to the drawing.</p>	<p>Select 3 objects that have sentimental value to you and make an A5 line drawing and take a photo.</p>
4	<p>Dwg 4. Tonal study drawing. The tone of our still life is built up in four stages outlined in Steps 5 - 8. In this step, some basic tones are lightly applied to each object to help build up its three dimensional form – working from the darkest tone to the lightest. Explain the importance of grounding in the drawing</p>	<p>Sketches to be shown from the Folder or from pinterest. https://www.pinterest.co.uk/kshssa/still-life/</p>	<p>A4 Tonal study drawing</p>	<p>Position a light source on bathroom bottles or kitchen items and create a tonal study of your own – take a photo</p>
5/6	<p>Introducing Photography & the project start points :ime given in this lesson to introducing photography and ways to explore taking photographs and working with photographs using apps. Ss can decide to work in photography / animation / movies (see iphone photography) Student must create at least 6 images in readiness for selection next lesson that explore the key focus of photography</p> <p>T Must go through how to use onedrive to store their photos and upload them to ONEDRIVE folder</p>	<p>Introduction to photography and how to use effects on phone apps</p> <p>Upload to teams : https://www.apple.com/uk/iphone/photography-how-to/</p>	<p>Exploration of taking photos from the still life set up in the class informed by the artists observed</p>	<p>At least 6 photographs from a still life set up using photography guidelines</p> <p>Create a short 20 word piece of text to accompany the work.</p>
7	<p>The exhibition & presentation : One image to be selected as the students final conclusion work. Students will write a short “ plaque” or artist statement about what they have produce – what it represents and its meaning. They will then go round and look at each others</p>			



 <p>List keywords</p>	 <p>Prior learning – be specific Observational drawing in Yr 7</p>	 <p>Practical skills taught & learn</p>
 <p>Reading & Research evidence</p>	 <p>Written work evidence</p>	 <p>Ideas and creative work pro</p>

