



ART Scheme of Learning

Year 8 – Term 2-3/ Module No 3/Charcoal Portraits

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.

<p style="text-align: center;">Sequencing – what prior learning does this topic build upon?</p>	<p style="text-align: center;">Sequencing – what subsequent learning does this topic feed into?</p>
<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"> • Drawing progression through Yr 8 and 9 • Research progression in Yr 8 & 9 modules • Annotation progression in Yr 8 & 9
<p style="text-align: center;">What are the links with other subjects in the curriculum?</p>	<p style="text-align: center;">What are the links to SMSC, British Values and Careers?</p>
<ul style="list-style-type: none"> • Biology and anatomical drawings • Graphic Communication • Photography • Maths – measuring and gridding 	<ul style="list-style-type: none"> • SP 2/3/4 • C 1,4 • Gb4 a, b, c, d,e,f,i
<p style="text-align: center;">What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p>	<p style="text-align: center;">What are the opportunities for developing mathematical skills?</p>
<ul style="list-style-type: none"> • Key words and terminology 	<ul style="list-style-type: none"> • Gridding up and measuring • Symmetry of the face



ART Scheme of Learning

Year 8 – Term 2

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u> Understand how artists use grids and guide lines when producing a portrait drawing. Know how to use key terminology when drawing such as proportion, measuring and tonal value. Explore the works of key portrait artists of the 21st C.</p> <p><u>Apply</u> 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 Independent working and Individualised learning and one to one instruction throughout the project.</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"> Anatomy, shape, proportion, tone, range, grade, features, chiaroscuro, gridding, guide lines, symmetry. 	<ul style="list-style-type: none"> Drawing Research, responses and annotations Sketchbook work Final A3 drawing Planning and photographs



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Observational stage The use of guide lines and proportion	Students are introduced to the project and begin by a T demonstration on how to draw the head using measuring techniques. Students are shown how to use guides to divide the face and create the correct proportions. Students begin by following the step by step instructions of the teacher. Once the basic guides lines are in place, T will talk about the importance of proportion and measuring. Students will then be put into pairs and will take timed slots of 5 mins to draw one another onto their prepared guide line sheets. Key focus of this lesson will be the eyes, nose and mouth. Students will be working on an A4 page in SB.	To work on the face from a different angle. How would the guide lines adapt?	Half drawing portrait in pencil, A4. Guidance sheet, drawing and demo on board.
Observational stage	Students will again work in pairs and continue to work on their portraits. T will start the lesson by asking Ss to swap their study with their peer. Their peer will feedback to Ss the features are in the correct place and proportion and write in pencil on Ss drawing. T will focus on face shape, hairline, ears and how to add tone to the hair. A demonstration will be given with help sheets supplied. Students will complete the features, hairline, ears and hair tone in today's lesson. Students will still be working in 5mins rotations.	Application of tone coming from one directional light. Work with a range of pencils and techniques such as drubbing, blending.	Completion of tonal drawing from lesson 1 & 2.
Observational Stage	Students will reflect on their drawing from lesson 1&2. T will give a demo on how to add tone to the face using blending techniques with key focus on angle, pressure and direction of the pencil. Students will also use cotton buds and rubbers to blend and aid their drawing. T introduces a second way of drawing the face, this time working from a photograph. Students will be taught how to use a grid and why artists use them. Key focus will be proportion, accuracy and careful looking/concentration. Ss will work from a pre-prepared sheet (in folder) and implement the technique shown.	A more challenging photograph to work from. More advanced drawing techniques shared.	Adding of tone with techniques demonstrated. Students will have a 'test' portrait to try adding tone to before adding it to their drawings. Students to grid up portrait and begin to transfer information square by square.
Research	Students are introduced to the works of Louis Smith. Students will watch L. Smith Demonstration and take notes on the sheet provided of his	More depth to artist study Make an A5 study of Lois Smith's work	Artist study of Louis Smith with research into his techniques and methods. Drawing completed.

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	methods. Discussion with students on methods and techniques. Students will then recreate one of their photographs in the style of Smith, using the same techniques as seen in tutorial.		
Research	Students are introduced to the work of Guy Denning, his work differs from Smith, with very loose line and more gestural marks made. Work often appears incomplete and fragmented. Denning's work is then explored with students then created a second study of their photographs in the style of Denning.	More depth to artist study Make an A5 study of Guy Denning's work	Artist study of Guy Denning's work with research into his techniques and methods. Drawing completed. Comparison made between the two artists.
Observation Collate existing work	Students ensure previous work is complete and stuck into sketchbooks. Students now choose an artist style that they wish to pursue and begin to grid up or trace their photographs to A3 in preparation for their final pieces. Students will follow the techniques seen in previous lessons, but will draw their portraits out very lightly at first, ensuring all proportions are accurate. This will take at least one lesson.	A more complex grid, using smaller squares to ensure high levels of detail added.	Completion of previous tasks all stuck in and labelled into sketchbooks. A3/A2 Drawing
Conclusion	They will either work on A3 White paper or A3 Grey paper. They will begin to work their tone and details into the final pieces. They should draw on the skills that they have developed in previous lessons and begin carefully. Students will begin to add chalk/charcoal to their studies and build up the layers gradually. Students to work on final A3 outcome until completion. This will take approx. 4-5 lessons.	More advanced students will consider the scale and complexity of their drawing, such as angle, pose and lighting of photograph.	All students ensure all prep work is in sketchbooks and supported by annotation and labelling.
Conclusion	Continue to work on A3 final piece. Evaluation of final work and completed book work.	More advanced students will consider the scale and complexity of their drawing, such as angle, pose and lighting of photograph.	A3 Work and Sketchbooks to be submitted and assessed.