



ART Scheme of Learning

Year 8 Module 5 Lockdown life

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?
<ul style="list-style-type: none"> - Yr 7 drawing project, Yr 8 vessels project - Yr 7 research skills - Annotation and responses to artist skills - Sketchbook practice in Year 7 & 8 -Building on research skills in day of the dead project - Ss will build on lockdown learning skills from previous lockdown session 	<ul style="list-style-type: none"> • Expertise in research skills and finding the right sources lead to more confident work in next projects • Taking photos and how to take quality photos • Painting skills and drawing skills lead to future project work
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"> • Social / religious / 	<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"> • Research skills and annotation skills of artwork 	<ul style="list-style-type: none"> • N/A



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>Understand how artists use grids and guide lines when producing an artwork. Know how to take quality photographs</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 with a limited palette 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 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"> • Painting skills and technical terms with painting : Washes / impasto / underpainting / sketching • Photography skills – framing / symmetry • Composition skills – diagonal / circular / rule of thirds 	<ul style="list-style-type: none"> • Sketchbook work • Teams uploads and work completed from home • Final Painted artwork

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Intent – Concepts

KSHS ART DEPT SCHEME OF WORK				
	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: <i>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</i>				
	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task










1	<p>Research stage</p> <p>Lesson 1: 'Lockdown Life'</p> <p>Objective: To create a finished piece portraying 'Lockdown Life' in the home.</p> <p>We are in a unique situation where we can use our home sources of inspiration during the lessons so ss can make the most of working from real life and photos. Started by looking at a murals and artworks produced during lockdown and the students had to think about the meaning behind it. The idea being that they would start to think about art portraying a particular meaning.</p> <p>Discuss how this project will be to research, collect sources and create a piece depicting your home during lockdown.</p> <p>Chaos and a busy, full home can be portrayed by:</p> <ul style="list-style-type: none"> - A full dishwasher - Dishes in the sink - A stuffed full fridge - Cupboards stacked high - General mess of household items <p>Your home may be a place of high organisation and order at this time – find something that portrays this level of neatness and 'everything having its place' in the home.</p> <p>Guidance provided on taking mobile photographs through the use of You Tube clips and images on the PP.</p> <p>Modelling on critiquing photographs, by talking through examples on the PP slides of photographs with a 'Lockdown Life' theme.</p> <p>Task:</p> <p>Take at least 15 photos from at least three different areas of your house that portray the theme of 'Lockdown Life' for you. Try to be original and inventive with your thoughts about what to take.</p>	<p>https://robertcarretrust.sharepoint.com/sites/KSHS-Dept-Art/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={7A6CCD54-3D4A-4BA2-857D-2B68F33198FE}</p>	<p>Production of a series of photographs to represent 'Lockdown Life'</p>	<p>Submit photographs to classwork channel on Teams.</p>
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2	<p>Lesson 2: Reviewing photos from the first lesson, Analyse these photos – be a critic!! Go back and take more – with the improvements that you identified by critiquing them. Rearrange things, change your angle, and aim to create amazing, interesting photos. From your new and improved photos - choose your THREE favourite ones – each one from a different area of your house. Crop them if you need to, but keep them in colour. Upload these to the Classwork channel – Lockdown Life Photoshoot</p>	<p>Device to take photographs</p> <p>https://robertcarretrust.sharepoint.com/sites/KSHS-Dept-Art/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={C61F743C-3F28-4B4A-AA36-DCDA7222FF18}</p>	<p>Analysis of first set of photographs and development of ideas and photography skills.</p>	<p>Submit photographs to classwork channel on Teams.</p>
3	<p>Lessons 3 and 4:</p> <p>Creating sketches from three best printed photographs. Two sketches to be produced from 2 different photos:</p> <p>5 Options - 1 – Cut around a particular item/group of items on your photo and sketch the rest 2 – Cut your photo in half and draw the other half 3 – Do a tonal drawing of your whole photo – with strong contrast 4 – Cut your photo in half and do a line drawing in pen with colour pencil shading 5 – Cut your photo into sections (maybe zigzags) and draw between the areas</p> <p>Teacher can discuss ideas with students whilst they are working on these – check understanding of the project and suggest and improvements in the content /subject of the photographs.</p>	<p>https://robertcarretrust.sharepoint.com/sites/KSHS-Dept-Art/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={1753ECED-6BDD-43CF-A4AA-3846A8CF989C}</p> <p>Printed Photographs</p> <p>Drawing Pencil</p> <p>Paper</p> <p>Colour pencils</p>	<p>Two sketches from two different photographs with different methods.</p>	<p>N/A</p>
4	<p>Lesson 4: Starting the Final Piece. Watch the 5 minute Gridding Up video. Transfer the most successful photograph that portrays 'Lockdown Life' onto an A4 page of sketchbook.</p> <p>Students grid up and sketch out basic outline in pencils</p>	<p>Powerpoint slides with link to Gridding Up video ON STREAMS</p> <p>Paper</p> <p>Drawing Pencil</p>	<p>Photograph to be transferred to paper by gridding up.</p>	<p>N/A</p>



5	Lessons 5 and 6 - Conclusion Painting the final design. Students may need to be reminded of painting techniques. Students to add annotations to sketches and photographs to explain thought processes, development and meaning behind the final piece.	Paint application ppt and instruction on underpainting & stages in the painting. Final piece (drawn out in pencil) Paints Water Pot Brushes Mixing Pallet	Painting – conclusion of the project – ‘Lockdown Life’ Annotations to show thought processes and development of ideas.	N/A			
	List keywords Researching Critiquing Gridding		Prior learning – be specific Developing a conclusion to a project via research (Day of The Dead)		Practical skills taught & learnt Mobile Photography Sketching techniques Gridding Up		Links to other subjects Creative thinking Analysing and critiquing
	Reading & Research evidence Research of idea by taking photographs with the theme of Lockdown Life.		Written work evidence Annotations in sketchbook about how the conclusion was reached and the meaning behind it.		Ideas and creative work produced Using photographs to create the portrayal of an idea / meaning	Assessment: Final piece, photography and sketches to be assessed in terms of creativity and execution with confident handling of materials.	