



ART Scheme of Learning

Year 8 Module No 3/Architectural Constructs

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>The project further develops the key skills and understanding introduced in Y7 such as:</p> <p>Research – Ss use the creative note-taking method of presenting key facts from digitally presented information ('Colour' project, Kandinsky, Y7).</p> <p>Respond – Ss consolidate and expand subject-related vocabulary introduced (specifically) in the 'Natural Forms' Y7 project.</p> <p>Explore and develop ideas – Ss use line to visually describe information and ideas, building on prior learning from the 'Elements of Art' Y7 project.</p> <p>Creativity & Flow – Exploring and developing ideas – key elements in both the 'Colour' and 'Natural Forms' projects in Y7.</p>	<p>This project feeds into the 'Bones' project (and vice versa) as the creative processes are the same – research, responses, observations, idea development and conclusion. This prepares students for projects in Y9, where more independence and decision-making are encouraged.</p> <ul style="list-style-type: none"> Familiarisation with the steps that should be taken in the creative process enables students to be more ambitious when developing their own creativity.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<p>Geography: Urban redevelopment (Olympic Park, London).</p> <p>Languages & RS: Story of the Tower of Babel.</p> <p>History: Post-war Britain (Archiagram). How artists/designers & art movements are influenced by social & cultural & technological changes.</p> <p>Science: Metals and reactions (Frank Gehry).</p> <p>Music: Acoustics & environments.</p>	<p>Tolerance & Harmony - Anish Kapoor - the artists links to his source - people from all over the world speaking many different languages, celebrating the universal language of sportsmanship, competition and Art.</p> <p>Diversity - Building on understanding of how artists/designers gain inspiration from a wide range of experiences and ideas.</p> <p>GB4: e,f,g,i</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?
<p>Reference to 'Mortal Engines' book & similar science-fiction, fantasy, post-apocalyptic & dystopian literature.</p>	<p>Nets, scaling up, 3D drawing, measuring, accuracy</p>



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What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u> -</p> <p>How artists and designers select from a diverse range of sources to inspire their practice. Using real-life examples of how to creatively and imaginatively develop & explore ideas.</p> <p><u>Apply</u> –</p> <p>Key skills covered in Y7 (line, tone) and draw to express perception and invention as well as visual communication of ideas and concepts. Reflect and evaluate work as it progresses.</p> <p><u>Extend</u> -</p> <p>Construction skills-. make purposeful artefacts, selecting from a range of imaginative ideas. Explore and develop ideas using sketchbooks, building on Y7 work of creative note-taking.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Architecture, <u>scale</u> , source, Archigram, linear, modelling, <u>annotate</u> , <u>aesthetic</u> , corrugated, <u>construction</u>	<p>B Sketchbook work:</p> <p>personal responses to the architecture of Frank Gehry and Anish Kapoor’s ‘Orbit’ sculpture. Ss are expected to use subject-specific vocabulary such as scale, colour, form as well as adjectives which reflect a well-informed opinion.</p> <p>Presentation of ideas – Ss are expected to consider such aspects as page layout of drawings and written annotations.</p> <p>Development of ideas- with emphasis on creativity, originality and risk-taking.</p> <p>Evidence of reflective learners through evaluation as work progresses.</p> <p>Card construction piece:</p> <p>Carefully constructed 3D piece with well-considered surface decoration showing a good control & understanding of materials.</p>

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Research - How Art Practitioners get their inspiration & ideas.	<ul style="list-style-type: none"> *Identify and select relevant information. *Present information concisely and creatively. *Understand how art practitioners obtain ideas from a wide range of sources from historical, cultural and technological influences 	Listen to and watch from a given source and make notes in visual and written forms, understanding how to make my work both creative and informative	Research - Teacher guides students through an example of how artists and designers source their ideas and inspiration. The example is how Anish Kapoor was influenced by the bible story of the Tower of Babel. Students do a quick sketch of Bruegel's painting of the Tower of Babel, and write a brief outline of the story. Students are then shown images of Anish Kapoor's Orbital sculpture, as well as the artists own comments on the work, with reference to Bruegel's painting. Class discussion on the artists links to his source (people from all over the world speaking many different languages, celebrating the universal language of sportsmanship, competition and Art) Students do a quick sketch and write quotes from the artist. http://anishkapoor.com/332/orbit-2
Research - How Art Practitioners generate and develop ideas	<ul style="list-style-type: none"> *Independently analyse sources and identify and select relevant information. *Present information concisely and creatively demonstrating a good understanding of the elements of Art. *Compare how artists/designers and art movements are influenced by social, cultural and technological changes. *Analyse how art practitioners develop their own ideas from a wide range of sources from historical, cultural and technological influences. *Make connections to experiences of the wider world in the forms of Literature, History and Art. 	<p>Use line to express ideas.</p> <p>Understand that scale and pace of drawings can be used to quickly express ideas.</p> <p>Understand how art practitioners develop their work from initial drawings.</p> <p>Understand how art practitioners' experiment with a wide range of materials and techniques to further develop their ideas.</p> <p>Identify and select relevant information.</p> <p>Present information concisely and creatively.</p>	<p>Research - Anish Kapoor: examples of architectural drawings by the artist. Students do quick sketches from the drawings & discuss how the drawings have been done (not detailed, no tone, just line, scribbly). From the same website, students also look at how the artist trials out materials and ideas in 3D.</p> <p>Homework explained- Students shown examples of Archigram & outline of what the art movement was about and examples of their work. Reference to 'Mortal Engines' book & film. Students make notes in back of books & can begin the task if time.</p> <p>www.vam.ac.uk/content/articles/a/archigram-walking-city-living-pod-instantcity</p> <p>https://www.theguardian.com/artanddesign/2018/nov/18/archigram-60s-architects-vision-urban-living-the-book</p>
Research - How Art Practitioners generate and develop ideas.	<ul style="list-style-type: none"> *Independently analyse sources and identify and select relevant information. *Compare how artists/designers and art movements are influenced by social, cultural and technological changes. *Analyse how art practitioners develop their own ideas from a wide range of sources from historical, cultural and technological influences. *Make connections to experiences of the wider world in the forms of Science, History and Art. 	<p>Make connections to my own experiences of the wider world in the forms of Science, History and Art.</p> <p>Present information concisely and creatively demonstrating a good understanding of the elements of Art</p>	<p>Research– Frank Gehry. Students watch https://www.youtube.com/watch?v=RpzGuw1tZeE where the artist talks about his influences (music, music halls/venues, Ancient Greek architecture) and techniques. Class discuss his early influences, objectives, processes and materials. The clip is played again, with pauses, so the students can make notes. Using 2 different coloured highlighters the student highlight information regarding his influences, and his processes.</p> <p>Images projected of FG architecture to generate class discussion about materials, feelings generated from, aesthetics. Link to Y7 Vocab: composition. Are his</p>



			influences reflected in his work, do you like, would you live in.... Students then do an A5 colour study of one of the sheets of images of FG architecture. https://www.youtube.com/watch?v=RpzGuw1tZeE
Creative Phase	*Use line to express ideas using sketches of free-flowing imaginative ideas using words that describe movement or surfaces. *Organise page layout to present ideas. *Take risks with ideas.	Present ideas concisely and creatively demonstrating a good understanding of the elements of Art	Sketches of free-flowing imaginative ideas using words that the class has decided on e.g. 'fractured, ponderous, twisted, rolling' words that describe movement or textures. Examples show of how to present the work in terms of page layout- page divided up or free- flowing. Less confident students will prefer to divide the page up. This should lead to 6 or 7 'rough' ideas. Ss chose 2 which they think have the most potential and further develop their design considering form, structure, balance, surface design and function, and begin to annotate these ideas. Ss are encouraged to develop their ideas and explore how far one concept can be pushed.
Creative Phase	*Use line and mark-making skills to visually describe form, shape and texture. *Organise page layout to present visual information. *Use art terminology to describe and explain.	Present information concisely and creatively demonstrating a good understanding of the elements of Art	Students select and analyse through drawing from one of the exemplar pieces from previous years' work. The focus is on construction, form, scale and surface. Ss do a series of drawings from different viewpoints, in pencil, and then work into with biro to show tone. Notes are made alongside the drawings.
Experimentation into to the materials:	*Safely handle and control equipment	Confidently experiment to further develop skills	T demos to students card basics and construction basics using (Preferably) single <u>corrugated</u> cardboard 1. Cutting and removing an outside layer of paper to reveal the corrugated surface below 2. Cutting slits into cardboard in which other pieces of cardboard would fit to make a square structure or a box. 3. Create a column and 2 levels. Cut parallel slits into one side of a piece of cardboard in order to make it more flexible and use this technique and image to experiment with card construction. Ss take risks with their ideas, working from nothing but the materials not knowing how this will turn out.
Creative phase	Recognise strong design elements and make appropriate selections from my own work. Apply skills from previous lesson to inform the development of ideas	Confidently take creative risks with ideas and develop work to exciting and imaginative conclusions.	Once Ss have the confidence to use a range of card techniques class now turns to the commission of creating a card construction informed by Gehry and the other architects they have studied (Kapoor & Archigram architects). Students continue to develop their designs in sketchbooks with a view to scale and structure, alongside the practical work they are undertaking. Students must now work with the loose dimensions that they wish their sculpture to be. It is important that Ss understand the "change" that will go on in the development of theory to practice in the design of their building.

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Creative phase	Safely handle and control equipment Work from own designs	Confidently experiment to further develop skills	The practice - with teacher modelling and questioning students process and decisions in groups or individually. Students should take photos of their card construction at the end of the lesson.
Creative phase	Safely handle and control equipment Work from own designs	Confidently experiment to further develop skills. Adapt and refine work as it progresses.	Teacher modelling and questioning students process and decisions in groups or individually, most students should now be confident enough to begin their 'real' piece.
Creative phase	Safely handle and control equipment Work from own designs. Adapt and refine work as it progresses.	Adapt and refine work as it progresses Annotate sketches in sketchbook to explain adjustments.	All students should now be working on their construction.