



ART Scheme of Learning

Year 8 Module 1 Food

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 - 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	Leads to all future projects as they develop all A0's in the project A03 Drawing progression through Yr 8 and 9 A01 Research progression in Yr 8 & 9 modules A01 Annotation progression in Yr 8 & 9 A04 Final outcome development A02/3 Experimentation and exploration of drawing / painting & collage materials
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"> • Photography skills • History of Food in Art • Social / cultural aspects of Food 	SP 2/3/4 C 1234
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"> • Written responses A01, research online and written response and annotation skills when writing about Art and Artists 	<ul style="list-style-type: none"> • Gridding up



ART Scheme of Learning

Year 8 – Module 1 Food

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <p>Ss will be taught how to draw using observational drawing skills / research and getting their own sources through photography/annotation and response to artworks and understanding of cultural importance of Food. Exploration of paint media through step-by-step instructions. They will be introduced to key genres in Art 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 style="text-align: center;"><u>Apply</u></p> <p>Ss will create their own Food painting which will evidence key taught drawing skills and paint skills. Skills to research and present relevant information own ideas from source materials. Mark making skills and exploration of media feed into their final outcomes exploring light/dark/tonal range and paint application. They will create a series of photographs from Food – selecting one which will become their outcome.</p> <p style="text-align: center;"><u>Extend</u></p> <p>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"> • Culture • Keywords and Art terms as per sketchbook sheet to annotate and discuss Artworks 	<ul style="list-style-type: none"> • Sketchbook work covering the Assessment objectives • Final outcome

Intent – Concepts

KSHS ART DEPT SCHEME OF WORK	
TEACHER: GPL	PROJECT TITLE: FOOD

KESTEVEN AND SLEAFORD HIGH SCHOOL



FORM: 8		DATE: SEPT 2022	MODULE: 1		
HWK	Step	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
	1	<p>Research stage Introducing Food in Art using a range of slides and discussion on different approaches, styles and genres – reinforcing categories of Traditional –Modern and Contemporary Art and discussion of what Food tells us about in painting using DaVinci / Warhol / Arnatt as a starter for discussions</p> <p>Q@A/ pairs discussion of Beuckleur’s four elements</p> <p>Demonstration / Exploration & Experimentation Practical activity using gridding technique - teacher demonstrates the basic gridding technique and demontsrates colour pencil drawing techniques and recap of basic drawing techniques.</p>	<p><i>Food.pptx slides 1-6</i></p> <p><i>Food.pptx slides 3-5 T must visit url's.</i></p> <p><i>Food.pptx slides 6-13 T must visit url's.</i></p>	<p>Ss will discuss and learn about Food’s role in painting.</p> <p>They will begin to make their artist stuidy from “ Water” Beuckleur</p>	<p>Ss are to visit; https://artsandculture.google.com/story/a-bitesize-history-of-food-in-art/9QJyZ-tyLu9GJQ and get an overview of Food – they must tick the instruction in Teams to say they have red through the overview</p>
	2	<p>Ss continue to make a colour pencil study of the Water painting of the Beuckleur.</p>	<p><i>Continue colour drawing using techniques.Food.pptx 6-13 T must visit url's.</i></p> <p><i>Food.pptx slides 6-13 T must visit url's.</i></p> <p><i>Food.pptx slides 4 onwards T must visit url's.</i></p>	<p>Ss will complete the colour pencil study using key techniques explained and explored.</p>	<p>HWK activities slide 21</p> <p>Using a fruit bowl focus in on the fruit and make a full tonal drawing A5</p>
	3	<p>Demonstration / Exploration & Experimentation Introduction of Modern example – Thiebault – Discussion and Q&A on the work.</p> <p>Demonstration of collage technique, Ss begin to sketch out and complete a collage of the artwork.</p> <p>Play students : https://www.youtube.com/watch?v=vl_QJ5D9Qm8Ss</p> <p>annotate and respond to the artists work and the process alongside the artwork</p>	<p><i>Food.pptx : 4 onwards T must visit url's.</i></p> <p>H&S in using scalpels and cutting boards, card, scissors A5 Hdout</p>	<p>Ss will complete an A6/A5 Collage</p>	<p>HWK activities slide 21</p> <p>Ss are to draw A5 a study of halfeaten cake or fruit</p>
	4	<p>Demonstration / Exploration & Experimentation Introduction into the contemporary examples Milroy ‘s garbage and trash paintings.</p> <p>Ss begin to write a comparison of the 3 artworks using the keywords and art terms that are on their sketchbook sheet or given to them by the T.</p> <p>Ss are offered 3 ways to work from this painting</p> <p>T demonstrates the tracing technique, painting skills and colour mixing approaches to the work (light to dark stages).</p>	<p><i>Food.pptx slides 19-20</i></p> <p>Watercolour paints, Small brushes, chisel brushes</p>	<p>Ss will complete a painted study A5</p>	<p>HWK activities slide 21</p>



5	<p>Demonstration / Exploration & Experimentation Ss continue with their Milroy study</p> <p>Viz Munix starter</p>	<p>Food.pptx slides 26-31</p> <p>Broader context into Milroy's process and work</p>		<p>After looking at Vik Munix – create your own artwork using a celebrity portrait as the subject – use a piece of toast and a condiment of some sort – syrup, peanut butter, jam – and use a knife and add a bit of fun.</p>
6	<p>Demonstration / Exploration & Experimentation Completion of the Milroy study.</p> <p>How to take good photographs demonstration. Ss will be required to take their own photos of the theme of Food to make their own work from the title of Food.</p> <p>Ss will review and refine their work and revisit incomplete work and unfinished pieces so that their sketchbook is complete and presented properly.</p> <p>Ss will begin to work from the roasted vegetables photo – they will begin to work from a section of the photograph using black and white only.</p>	<p>Food.pptx slides 8 -11</p> <p>Food set up to demonstrate the phone camera techniques – zoom / brightness-contrast settings</p>	<p>Milroy study completed</p> <p>Sketch out of roasted vegetable section</p>	<p>HWK activities slide 21</p>
7	<p>Retrieval activity Recap on Food in Art and the different ways that Artists have explored the theme.</p> <p>Ss are to return after the holidays with an A4 printed sheet with 3 photos that explore the theme.</p> <p>Recap on how to take good photos for their work</p> <p>Ss continue to work on the black/white painting – skills taught with using light / grey colour first and then using the blacks last.</p>	<p>Food.pptx slides 8 -11</p> <p>Watercolours / block paints/ range of brushes A3 paper</p>	<p>Completion of the A5 black / white study</p>	<p>Over the holidays Ss are to make at least 5 photos after the photography demonstrations from Raw food. They need to look at the Tate to develop their ideas https://www.tate.org.uk/art/student-resource/exam-help/food</p>
8	<p>Demonstration / Exploration & Experimentation Ss begin the colour section from the roasted vegetables to experiment with colour and brushwork.</p> <p>Photos analysed and Ss begin to form their ideas about how their own work will begin. Teacher sees all Ss photos and discusses next steps – new photos / more zoomed in / different angles etc (so Ss can refine and rework their images.</p>	<p>Food.pptx slides 33-34</p> <p>Watercolours / block paints/ range of brushes A3 paper</p>	<p>Completion of A5 colour study</p>	<p>A further photos x6 taken so they can do their painting from a good source.</p>
9	<p>Demonstration / Exploration & Experimentation Ss once completed the 2 studies from the roasted vegetables will now start to draw out composition plans from their chosen source images. They need to create a viewfinder and print out their main images A3 scale as they are working A3.</p>	<p>Food.pptx slides 33-</p> <p>Watercolours / block paints/ range of brushes A3 paper</p>	<p>Composition sketches completed</p>	<p>HWK activities slide 21</p>



	<p>Ss will be making an A3 Mixed media artwork which has a black/white section and a colour section using a viewfinder.</p> <p>Students instructed on using the gridding up method so they start their work properly.</p>		<p>Correct gridding up and start of light sketching stage</p>	
10	<p>Final outcome phase/ Continuation of their own artwork</p> <p>Ss instructed on using large brushes first to build up the first layers and underpainting with light first.</p> <p>Next stage to redraw and refine the shapes and bring out the darker areas.</p>	<p>Food.pptx slides 33-</p> <p>Watercolours / block paints/ range of brushes A3 paper</p>	<p>Colour section started</p>	<p>Revisit work in sketch books and refine and finish work, concentrating on presentation standard in your sketchbook</p>
11	<p>Final outcome phase/ Continuation of their own artwork</p> <p>Ss instructed on using large brushes first to build up the first layers and underpainting with light first.</p> <p>Next stage to redraw and refine the shapes and bring out the darker areas.</p>	<p>Food.pptx slides 33-</p> <p>Watercolours / block paints/ range of brushes A3 paper</p>	<p>Black and white section started</p>	<p>Focus on one of the elements of your chosen subject and draw in detail from observation A5</p>
12	<p>Final outcome phase/ Conclusion of their colour painting stage and start of their black and white stage</p> <p>Outcome evaluated and written evaluation completed</p>	<p>Food.pptx slides 33-</p> <p>Watercolours / block paints/ range of brushes A3 paper</p>	<p>A3 outcome completed</p>	