



ART Scheme of Learning

Year 8 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.

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 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
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"> • 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
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"> • 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></p> <p>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 female portrait artists of the 21st C.</p> <p><u>Apply</u></p> <p>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</p> <p><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"> Anatomy, shape, proportion, tone, range, grade, features, chiaroscuro, gridding, guide lines, symmetry. 	<ul style="list-style-type: none"> Sketchbook work Final A3 drawing

Intent – Concepts

Step	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task

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1	<p>Observational stage/ Demonstration 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.</p>	<p>Portrait starters ppt to be used weekly</p> <p><i>Anatomy, shape, proportion, tone, range, grade, features, chiaroscuro, gridding, guide lines, symmetry.</i></p> <p>Charcoal portrait ppt pg1-8</p>	<p>Measured proportion Portrait in pencil, A4.</p> <p>Guidance sheet, drawing and demo on board.</p>	<p>Implement what you have learnt in the session and make a self-portrait A5</p>
2	<p>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. Demonstration 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.</p>	<p>Charcoal portrait ppt pg1-8</p>	<p>A4 page of Experiments from nose, eye, mouth</p>	
3	<p>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.</p>	<p>Charcoal portrait ppt pg1-8</p>	<p>Completion of A4 pencil study of partner</p>	<p>Ss will work from a pre-prepared sheet (in folder) and implement the technique shown. They will draw a half portrait of the celebrity – sticking the second half down next to it.</p>
4	<p>Students are introduced to the work of photographer Lee Jeffries, and Ss introduce how to create photographs using split lighting. Ss are to choose to make a self portrait, a portrait of family member or their friend in the form. T introduces a range of black and white portrait artists including Clara Lieu, Auerbach.</p>	<p>Charcoal portrait ppt pg 8-10</p> <p>Split lighting</p> <p>Photography set ups</p>		<p>Students create series of photographs which explore the start points they have been given</p>
5	<p>Charcoal experimentation: Ss follow an exercise in how to use charcoal and will also spend some of the time printing out their photoshoots and cropping their pictures and selecting the chosen image to work from.</p>	<p>Charcoal portrait ppt pg 11-12</p> <p>Subtractive and additive drawing</p>	<p>A3 charcoal drawing experiments</p>	<p>Clara Lieu study and annotation – write a response to the Lieu work</p>
6	<p>Ss begin an A4 charcoal drawing working from their chosen photograph, they will grid up their work this time and will be switching from subtractive and additive tone. Using mark making skills, smudging and using rubber.</p>	<p>Charcoal portrait ppt pg1-end A4 cartridge paper Charcoal</p>	<p>A4 charcoal study</p>	<p>Self portrait A5 – strive to improve on your first one after the skills you now have.</p>

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	7	Working on A3 Cartridge paper students will apply what they have learnt in previous lessons creating their final drawing – they will use additive/subtractive tone gridding or free drawing dependent on their preference. They will work from an A4 photo	<p>Charcoal portrait ppt pg1-end</p> <p>A3 cartridge paper</p> <p>Charcoal</p>	Drawing will develop slowly over several lessons and they will end up with a completed A3 drawing	During this time Ss will revisit their photos – they will need to make further drawings A5 of their subject from observation to develop their work fully
	8	Evaluation instructions are given and Ss make their written evaluation and verbal evaluation	Hand in sketchbook and completed A3/A4 work for assessment		