



Da Vinci

Recommended year group: Year 8

Subject focus: Art, Mathematics, RE, Science

Driving question

How have the ideas of Leonardo da Vinci shaped our thinking about the world?

Introduction

The intention of this theme is to explore the many inventions and works of Leonardo da Vinci before acknowledging how his ideas have shaped our thinking about the world today. We will exercise our creativity to design our own portraits, supportive sketches, notations and commentaries. As part of our scientific work, we will investigate Leonardo's theories regarding proportions of the human body. We will test our hypothesis based on whether we consider his ratios to be accurate or not, while also considering how we could improve our investigation methods.

This theme also looks at the story of Holy Week where we examine Christian doctrines such as Holy Communion as well as explore one of Leonardo's most famous works, *The Last Supper*. This theme will end by revisiting the driving question and producing a Leonardo da Vinci style piece of work which details our own theories about how the ideas of Leonardo have shaped our thinking about the world.



Assessment outcomes

Lesson 2: Decoding *Vitruvian Man*: Scientific investigation: A completed investigation based on Leonardo da Vinci's theories regarding Vitruvian Man

Lesson 3: Anatomy with Leonardo da Vinci: Labelled anatomical diagrams

Lesson 4: *The Da Vinci Code* Big Read: Chapter continuation of *The Da Vinci Code*

Lesson 9: Big Write: The resurrection: Response to the Big Write statement considering more than one point of view

Lesson 11: How have the ideas of Leonardo da Vinci shaped our thinking about the world? Use learning from the theme to create Leonardo da Vinci-style notes answering the Driving question

Key vocabulary

accurate, anatomical drawing, anatomy, apostle, ascension, belief, Bible, blurb, bones, burden of proof, Christian, code, conclusion, conviction, crucifixion, data decoding, depiction, dialogue, disciple, dissection, Easter, effect, eternal life, evidence, existence, exposition, Fibonacci sequence, foreshadowing, function, geometry, Gospel, Holy Communion, hypothesis, improvement, inspiration, invention, investigation, Jesus, Judas, Last Supper, life after death, line of best fit, measurement, method, mural, Mary Magdalene, mineral, muscles, note, note taking, portrait, proportion, protagonist, punctuation, ratio, relationship, religion, Renaissance, repetition, representation, research, resurrection, sacrifice, scatter graph, self-portrait, semantic field, skeleton, Spirited Art, strengths, symbolism, technique, tension, *The Last Supper*, theory, time, trial, *Vitruvian Man*, weaknesses

Linked reading

The Da Vinci Code by Dan Brown, 2003. Students study an extract from this book in lesson 4 in order to write their own chapters. Reading the book will add wider depth and context to their understanding in this lesson.

Flipped learning opportunities

- **Lesson 2: Decoding *Vitruvian Man*:** Ask students to watch this [video](#) and answer questions
- **Lesson 6: Decoding *The Last Supper*:** Maundy Thursday activity
- **Lesson 8: Crucifixion:** Good Friday flipped learning task
- **Lesson 9: Big Write: The resurrection:** Easter Sunday flipped learning task
- **Lesson 10: The burden of proof:** The Burden of proof flipped learning task
- **Lesson 11: How have the ideas of Leonardo da Vinci shaped our thinking about the world?** Mind map review task



People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:** Eight examples involving places around the world at the time of da Vinci.
- **Time:** Timeline highlighting key moments in the life of Leonardo da Vinci.

Family learning opportunities

'Magnificent muscles' and 'Painting by numbers' activities allow students to complete quests with friends, family or guardians outside of the classroom environment. These activities are engaging and provide additional context to the lessons studied in the theme.

Ideas for discussion at home:

How does exercise, eating habits, personal hygiene and harmful substances affect the body?

Extended learning opportunities

Students could use these ideas to explore different features of the theme.

Careers

These ideas can be used alongside the careers lesson from the theme in order to discover career pathways associated with key elements of learning from this theme.

[CAREERS IN ART | Accredited Schools Online: Find Top-Rated Accredited Programs Online](#)

Places to visit

This section offers a virtual trip which supports knowledge of da Vinci's art:

[Leonardo da Vinci's art around the world](#)

Cultural capital suggestions

Read: [The Medici Seal](#) by Theresa Breslin

The book gives students a glimpse into the world of da Vinci through the medium of the personal story of Matteo. It also gives students an example of a story from the Renaissance.

Look: [Milan: The Museum of Science and Technology](#)

Students can explore the museum which is dedicated to the discoveries, studies and models of Leonardo da Vinci.

Listen: [The Da Vinci Code](#) by Hans Zimmer and [Lamb of God](#) by A OLVchoir

The Da Vinci Code in concert could be used as stimulus whilst students complete their Big Write and the Lamb of God is a Christian prayer based on sacrifice.



Lessons

| Lesson title | Subject | Objectives | Competencies | National Curriculum coverage |
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| Lesson 1: Introduction to Leonardo da Vinci | English | <ul style="list-style-type: none"> Research and identify why Leonardo da Vinci is considered a genius. Explain his contributions to the Renaissance period. | <p>PL.RL.04 Create, evaluate and develop purposeful notes individually and collaboratively</p> <p>PL.IE.01 Undertake a self-directed research project: planning, researching and collating information around a chosen topic or concept</p> | <p>English</p> <p>Summarising and organising material and supporting ideas and arguments with any necessary factual detail.</p> |
| Lesson 2: Decoding Vitruvian Man | Science | <ul style="list-style-type: none"> Identify and describe Leonardo da Vinci's theories about ratios concerning the human body. Investigate and critique one of Leonardo da Vinci's derived theories and test it by collating our own data. | <p>SC.ES.03 Collecting data</p> <p>SC.PE.05 Evaluating Ideas</p> | <p>Science</p> <p>Make and record observations and measurements using a range of methods for different investigations.</p> <p>Present reasoned explanations, including explaining data in relation to predictions and hypotheses.</p> |
| Lesson 3: Anatomy with Leonardo da Vinci | Science | <ul style="list-style-type: none"> Identify the names of bones in the body. Explain the function of the skeleton. | <p>SC.CS.01 Using scientific ideas</p> | <p>Science</p> <p>The structure and functions of the human skeleton, to include support, protection, movement and making blood cells.</p> <p>Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles.</p> |

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| | | <ul style="list-style-type: none"> • Explain the link between Leonardo da Vinci and anatomy. | | The function of muscles and examples of antagonistic muscles. |
| Lesson 4: <i>The Da Vinci Code</i> Big Read | English | <ul style="list-style-type: none"> • Locate information in a piece of text. • Analyse the structure of a piece of text. • Construct the subsequent chapter of the story. | <p>RL.TS.03 Analyse the structure of texts (including characters, events and ideas), and how specific sentences, paragraphs, and sections of the text develop and relate to each other and the whole</p> <p>CL.WP.03 Organise and present whole texts effectively, sequencing and structuring ideas, information and events (organisation)</p> | <p>English</p> <p>Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>Write accurately, fluently, effectively and at length for pleasure and information.</p> |
| Lesson 5: Leonardo da Vinci and Art | Art | <ul style="list-style-type: none"> • Investigate different portraits created by Leonardo da Vinci. • Apply artistic techniques to a self-portrait. • Investigate the accuracy of Leonardo da Vinci's anatomical drawings. • Produce a modern twist on one of Leonardo da Vinci's most famous | <p>C.RD.01 Refining the processes and techniques through initial practice. Selecting and testing ideas. Developing an in-depth understanding of skill</p> | <p>Art</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> |

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| | | anatomical drawings. | | |
| Lesson 6: Decoding <i>The Last Supper</i> | RE | <ul style="list-style-type: none"> • Interpret meaning in religious art. • Explain the origins of a religious ritual. • Analyse the meaning behind a religious ritual. | SE.RE.01 Make sense of religious beliefs | NATRE guidelines Students should extend and deepen their knowledge and understanding of a range of religions and worldviews recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions. |
| Lesson 7: Religious paintings of Leonardo da Vinci | RE | <ul style="list-style-type: none"> • Describe the religious paintings of Leonardo da Vinci. • Explain the relevance of religious imagery and how the spirit of God can be communicated. • Recreate part of a Leonardo da Vinci painting. | C.RS.01 Identify and explore relevant contextual artist research. Express thoughts and ideas through written analysis | NATRE Guidelines Students should extend and deepen their knowledge and understanding of a range of religions and worldviews recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions. |
| Lesson 8: Crucifixion | RE | <ul style="list-style-type: none"> • Explore Christian beliefs | SE.RE.03 Make connections between religious beliefs and practices | NATRE Guidelines Students should extend and deepen their knowledge and |

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| | | <p>surrounding the festival of Easter.</p> <ul style="list-style-type: none"> Understand how Christian beliefs today are influenced by the death and resurrection of Jesus. | | <p>understanding of a range of religions and worldviews recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.</p> |
| Lesson 9: Big Write - The Resurrection | RE | <ul style="list-style-type: none"> Explore Christian beliefs surrounding the festival of Easter. Understand how Christian beliefs today are influenced by the death and resurrection of Jesus. | <p>SE.RE.03 Make connections between religious beliefs and practices</p> <p>SE.HS.05 Writing historical arguments</p> | <p>NATRE Guidelines</p> <p>Students should extend and deepen their knowledge and understanding of a range of religions and worldviews recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.</p> |
| Lesson 10: Burden of Proof | RE | <ul style="list-style-type: none"> Apply the principles of the burden of proof to a court case example. Examine arguments for and | <p>SE.RE.01 Religious beliefs</p> <p>CL.WP.03 Organise and present whole texts effectively, sequencing and structuring ideas, information and events (organisation)</p> | <p>NATRE Guidelines</p> <p>Students should extend and deepen their knowledge and understanding of a range of religions and worldviews recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the</p> |

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| | | <p>against the existence of God.</p> <ul style="list-style-type: none"> • Critique the existence of God using pre-existing arguments and your own point of view. | | <p>concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.</p> |
| Lesson 11: How have the ideas of Leonardo da Vinci shaped our thinking about the world? | English | <ul style="list-style-type: none"> • Consolidation of knowledge from the theme to construct a cohesive answer to the driving question. | CL.WP.01 Write imaginative, interesting and developed texts (ideas) | <p>English</p> <p>Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. Considering how their writing reflects the audiences and purposes for which it was intended.</p> |
| Lesson 12: Careers | Careers | <ul style="list-style-type: none"> • Investigate the different STEAM careers. | PD.CA.02 Experiencing the world of work | <p>Gatsby benchmark 4 Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEAM subject teachers should highlight the relevance of STEAM subjects for a wide range of future career paths.</p> |