



**Scheme of Work  
YEAR 9**

**SUBJECT Art**

|                | Insect Project – Drawing Skills   | Insect Project – Printmaking  | Pop Art – Intro (exploring artists)  | Pop Art – Popular Culture Piece.  |
|----------------|---|---|--|---|
| Key concepts   | Developing drawing and media skills further. Opportunity to revisit observational drawing skills and practice use of a range of media (building on techniques used earlier in KS3). | Creating a reduction lino print based on insect drawings – consideration of process and mark making using relief printmaking process.                           | Introduce students to the Pop art movement and the way that they used popular culture as inspiration. Investigate themes and techniques of traditional and contemporary artists in this genre. | Using popular culture to inspire an art piece. Using this art piece as means to develop skills with composition and colour media.   |
| Themes         | Tonal pencil sketching<br>Pen, ink, wash drawings<br>Use of colour pencil and pastels on a variety of paper.  | Designing a composition suitable for task.<br>Mark making using cutting tools<br>Layering process<br>Experimenting with printing<br>Health and safety routines. | Investigation of Pop Art and themes looking in particular at work of Andy Warhol and Thankyou X (linking to street art and graffiti culture).  | Further investigation into popular culture and it's influence on Pop art ideas – investigation into contemporary popular culture.<br>Discussion of shape, form and successful layout in composition.<br>Use of mixed media in art work. |
| Challenge      | Encouragement to attempt more challenging subject matter.<br>Higher technique development and experimentation.  | Higher level tasks – more challenging ideas.<br>More difficult resources.<br>Opportunity to share good practice (supervising press use and inking).             | Challenged questioning.<br>Encourage more original and imaginative ideas.<br>Exemplar examples.  | Encouragement to attempt more challenging subject matter.<br>Explore more complex design features.  |
| Support        | Simpler subject matter.<br>Basic skill options  | Simpler tasks<br>Exemplar examples<br>Step by step guides.  | Preprepared templates.<br>Simpler resource images (greater variety).<br>Key word banks on w/sheets.  | Simpler subject matter.<br>Exemplar examples.   |
| Literacy focus | Key words – tone, form, texture, detail, contrast, blend. Intensity. Final work to be presented with annotation (self review opportunity).  | Key words – reduction, mark making, contrast, texture, composition. Health and safety rules and step by step guides.  | Key words related to the art genre. Worksheets related to the relevant artists.  | Graphic design focus – potential use of logos and text in design.   |



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| Numeracy Focus         | Understanding of scale.  | Understanding of depth and scale and layers   | Understanding of scale.   | Scaling and transferring images.  |
| Cross-curricular links | Science – insect studies/structures.<br>English – when writing about artwork (annotation).   | DT – following a process, use of equipment and safe cutting skills.   | English – when writing about artwork (descriptive writing).<br>History – cultural references to life in 1960s   | English – when writing about artwork (descriptive writing).<br>History – cultural references to life in 1960s   |
| SMSC & MBV             | Respect and tolerance of others during class discussion.<br>Imagination and creativity in learning.<br>Following rules and guidance. | Respect and tolerance of others during class discussion.<br>Considering issues that influence artists when they create work.<br>Imagination and creativity in learning.<br>Individual expression. | Respect and tolerance of others during class discussion.<br>Considering issues that influence artists when they create work.<br>Imagination and creativity in learning.<br>Individual expression. | Respect and tolerance of others during class discussion.<br>Considering issues that influence artists when they create work.<br>Spiritual appreciation. |
| ASSESSMENTS            | Final Insect presentation  | Opportunity for peer assessment.  | Banksy W/sheet  | Final Pop Art piece.  |
| Out of school learning | IST task   | IST task  | IST task  | IST task  |



**Topic: Insects – Drawing Skills**

| Lesson | Key concepts  | Learning outcomes   | Differentiation  | Resource  |
|--------|---|---|--|---|
| 1 - 2  | <b>Pencil Studies</b><br>Introduction of Insect theme and tasks. Review of previous learning and drawing skills practice.                               | Students to produce tonal pencil sketches of insects (using resource sheets) – focus on accuracy of form, tone, texture and detail.<br><b>Task:</b><br>Revisit of tonal range and pencil control. Demonstration of exemplar drawing.<br>Production of 1 -2 pencil studies of all/part of an insect.   | <b>Challenge</b><br>Encouragement to attempt more challenging images.<br><b>Support</b><br>Step by step guides<br>Simpler resources.<br>Exemplar examples. | Paper, Pencils<br>Resource sheets.  |
| 3-4    | <b>Pen and Ink</b><br>Revisit pen skills from Yr7 and encouragement to experiment develop the technique through additional pen/ink media.               | Students to produce pen and ink studies of insects.<br>Studies should show some experimentation with media as well as focus on accuracy, form and detail.<br><b>Task:</b><br>Introduction to pen and ink techniques – demonstration on pen drawing techniques (mark making) and imaginative use of media (biro, marker pens, drawing ink, wet on wet).<br>Production of at least 2 pen/ink studies of all/part of an insect showing different technique approaches.                               | <b>Challenge</b><br>Encouragement to attempt more challenging images.<br><b>Support</b><br>Step by step guides<br>Simpler resources.<br>Exemplar examples. | Paper, Pencils,<br>drawing pens,<br>ink, ballpoint pen, inks.<br>Resource sheets.                         |
| 5-6    | <b>Colour Media</b><br>Revisit media skills from Yr7 and 8 and encouragement to experiment develop the technique through more imaginative use of media. | Students to produce colour studies of insects.<br>Studies should show some experimentation with media as well as focus on accuracy, form and detail. Opportunity to focus on patterns.<br><b>Task:</b><br>Revisit of colour techniques – demonstration on good use of colour pencil and working on colour or black paper.<br>Demonstration on using watercolour paints appropriately.<br>Production of at least 2 colour studies of all/part of an insect showing different technique approaches. | <b>Challenge</b><br>Encouragement to attempt more challenging images.<br><b>Support</b><br>Step by step guides<br>Simpler resources.<br>Exemplar examples. | Paper, pencils,<br>colour and watercolour pencils,<br>watercolour paints,<br>coloured paper,<br>examples. |



Topic: Insects – Drawing Skills

| Lesson | Key concepts  | Learning outcomes  | Differentiation   | Resource  |
|--------|---|--|---|---|
| 7-8    | <p><b>Pastels</b><br/>Difference between chalk and oil pastels – imaginative use of media.</p>  | <p>Students to produce pastel studies of insects. Studies should show some experimentation with media as well as focus on accuracy, form and detail. Focus on colour and blending.<br/><b>Task:</b><br/>Revisit of colour techniques – demonstration on best practice blending the different types of pastel. Demonstration on scratch technique. Production of at least 2 colour studies of all/part of an insect showing different technique approaches.</p> | <p><b>Challenge</b><br/>Encouragement to attempt more challenging images.<br/><b>Support</b><br/>Step by step guides<br/>Simpler resources.<br/>Exemplar examples.</p>        | <p>Paper, pencils, oil and chalk pastels, scratching tools, examples.</p> |
| 9-10   | <p><b>Final Insect presentation</b><br/>Review and refinement of work – selection of best examples and presentation.<br/>Annotation skills.</p> | <p>Students to select and present best examples of their insect studies. They should have at least one example of each technique and annotate explaining what they have done with comments on strengths and targets.<br/>Opportunity to revisit and improve on work.<br/><b>Task:</b><br/>Explanation of task and example of best practice for presenting work. Students to present work on an A3 sheet pf paper.</p>  | <p><b>Challenge</b><br/>More detailed annotation – clear use of key words and terms.<br/><b>Support</b><br/>Step by step annotation guides<br/>Support in reviewing work.</p> | <p>Paper, glue, annotation guide.</p>                                     |



**Topic: Insects – Lino Cut**

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| 1   | <p><b>Lino Design</b><br/>Introduce students to process of reduction lino printing and appropriate technique.<br/>Reflection on good composition linking to insect studies.</p>  | <p>Introduction to lino cutting – examples of the process.<br/>Discussion of good composition and creating a design inspired by insect studies.<br/><b>Task:</b><br/>Creation of a simple design suitable for lino cutting - strong outline image, simplified detail and accent colour.</p>  | <p><b>Challenge</b><br/>Encouragement to look at examples with higher levels of complexity.<br/><b>Support</b><br/>Simpler examples – tracing support.</p>  | <p>Paper, pencils, lino blocks, tracing paper</p>  |
| 2   | <p><b>Design transfer and cutting</b><br/>Accurate transfer of design and guidance for cutting safely and accurately.</p>  | <p>Accurately transferred design onto lino.<br/>Students safely using lino cutting tools to begin cutting out design in preparation for printing.<br/><b>Task:</b><br/>Demonstration on how to accurately transfer design using copy paper and ballpoint pen.<br/>Demonstration on safe use of lino cutting tools (including opportunity to practice), using bench hooks and showing consideration of mark making through cutting technique.</p> | <p><b>Challenge</b><br/>Opportunity to share good practice.<br/>Encouragement to experiment with cutting techniques.<br/><b>Support</b><br/>Help with transferring images.<br/>Examples of cutting techniques and mark making.</p>                                    | <p>Paper, pencils, copy paper, lino blocks, bench hooks, cutting tools, guides and examples.</p>                               |
| 3-4 | <p><b>Printing</b><br/>How to print correctly – techniques in rolling and applying ink and how to use the press.<br/>Correct process for reduction printing.<br/>Understanding of the difference between printmaking and drawing as an art form - a repeat image and unique image.</p> | <p>Safe and appropriate use of cutting tools – well cut out design and successful printing technique.<br/>Evidence of creative use of mark making or imaginative use of colour through printing.<br/><b>Task:</b><br/>Demonstration on how to apply ink (single colour or gradated), how to print safely and how to identify errors in printing.<br/>Students to print at least 4 versions (colours can be changed).</p>                         | <p><b>Challenge</b><br/>Opportunity to share good practice.<br/>Encouragement to experiment with cutting and printing techniques.<br/><b>Support</b><br/>Help with transferring images.<br/>Examples of cutting techniques and mark making.<br/>Support printing.</p> | <p>Paper, pencils, copy paper, lino blocks, printing ink, rollers, press, bench hooks, cutting tools, guides and examples.</p> |



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|   |   | Demonstration of how to reduce the amount of lino for a second print and lining it up over the original image.<br>Opportunity to experiment with inks (oil based) and colour washes or paper.  |  |                                |
| 5 | <b>Review</b><br>Review and reflection on print – opportunity for final improvement or development. | Presentation of final print (or more than one) with annotation to explain process with strength and target comments.<br><b>Task:</b><br>Explanation of task – examples of good practice.<br>Opportunity for those completed to scan images onto computer and experiment digitally. | <b>Challenge</b><br>More detailed annotation – clear use of key words and terms.<br><b>Support</b><br>Step by step annotation guides<br>Support in reviewing work. | Paper, glue, annotation guide. |



Topic: Pop Art Intro

| Lesson | Key concepts  | Learning outcomes   | Differentiation  | Resource                                  |
|--------|---|---|--|---|
| 1-2    | <b>Street art &amp; Graffiti</b><br>Background to street art and graffiti, purposes and key artists.  | Appreciation of street art/graffiti and it's background – know some key artists.<br><b>Task:</b><br>Introduction to street art and graffiti – and discussion of the artwork.<br>Worksheet on Banksy.  | <b>Challenge</b><br>Targeted questioning<br><b>Support</b><br>Structured worksheet – keyword lists.  | Presentation, worksheets.                 |
| 3-5    | <b>Thankyou X</b><br>In depth study of the work of Thankyou X and how he moved from graffiti artist to successful graphic designer.                                   | Know some basic facts about Thankyou X and his style of art.<br>Produce a piece of graffiti inspired art work that links to the style of Thankyou X.<br><b>Task:</b><br>Introduction to task – presentation and short film about the artists work. Thankyou X w/sheet.<br>Demonstration of creative task – art piece linking to Thankyou X's cube murals. | <b>Challenge</b><br>Targeted questioning<br>More challenging resources.<br><b>Support</b><br>Structured worksheet – keyword lists.<br>Simpler resource images. | Presentation, resources<br>Cube template. |
| 6      | <b>Pop Art intro – Andy Warhol</b><br>Introduce students to the Pop art movement, key artists, influences.<br>In depth study of the work of Andy Warhol.              | Know some basic facts about Pop art and specifically about Warhol and his style of art.<br>Understand how Pop art developed as a reaction to the art of the period and its links to popular culture.<br><b>Task:</b><br>Introduction to task – presentation and short film about Pop art and Warhol. Pop art w/sheet.                                     | <b>Challenge</b><br>Targeted questioning<br><b>Support</b><br>Structured worksheet – keyword lists.  | Presentation, worksheets.                 |
| 7      | <b>Warhol inspired portrait</b><br>Implement the style features of Warhol's portraits in a Pop art style portrait.<br>Experiment with some creative paint techniques. | Production of a successful Warhol style portrait of either self or an iconic figure.<br>Show accuracy using paint and imaginative use of colour.<br><b>Task:</b><br>Introduction to task – discuss suitable subject matter.<br>Research images, take photos and prepare images using photo software for print out.  | <b>Challenge</b><br>Encouragement to show originality<br><b>Support</b><br>Support selecting images  | Presentation, IT access.                  |



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| 8-9 | <p><b>Warhol inspired portrait cont.</b><br/>Implement the style features of Warhol's portraits in a Pop art style portrait.<br/>Experiment with some creative paint techniques.</p> | <p>Production of a successful Warhol style portrait of either self or an iconic figure.<br/>Show accuracy using paint and imaginative use of colour – follow Pop art style of unrealistic bright colour and black outlines.<br/><b>Task:</b><br/>Demonstration of how to successfully transfer image onto acetate – students to complete this using black acrylic.<br/>Demonstration and discussion of imaginative use of colour either by adding colour sections to acetate outline or creative painted backgrounds.<br/>Once acetate section and background complete, students can combine them and mount on card.<br/>Scanned versions of the final piece can be experimented with further digitally.</p> | <p><b>Challenge</b><br/>Encouragement to show originality.<br/>Addition of extra paint layers on acetate.<br/>Opportunity to digitally manipulate a scanned version of completed image.<br/><b>Support</b><br/>Support selecting images – simplified outlines.</p> | <p>Paper,<br/>resources,<br/>acetate, paint.</p> |
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**Topic: Pop Art – Popular Culture Picture.**

| Lesson | Key concepts  | Learning outcomes   | Differentiation  | Resource                                   |
|--------|---|---|--|--|
| 1      | <p><b>What is Popular culture</b><br/>Understand the influence of Popular culture on the Pop Artists and consider what classes as popular culture in todays society.</p>  | <p>Be able to identify some popular culture icons from the time of Pop Art’s development and understand what might make something iconic in the present day.<br/>Create a mind map of potential ideas for a popular culture picture.<br/><b>Task:</b><br/>Presentation on Popular Culture – discussion of iconic people, products, cartoon/comic from past and present.<br/>Complete popular culture w/sheet.</p>   | <p><b>Challenge</b><br/>Directed questions.<br/><b>Support</b><br/>Key words, examples and definitions.</p>  | <p>Paper, Pencils w/sheets.</p>            |
| 2-3    | <p><b>Popular culture Picture – Composition</b><br/>Produce a pop art style picture that it based on popular culture and iconic images as well as using Pop art styles. Work should link to the work of Warhol, Lichtenstein and Blake.</p> | <p>Students to produce an outline composition that features a collage style design based on iconic products, people and images.<br/>Composition should be accurately and neatly produced and show imaginative approach to arranging objects and filling background space.<br/><b>Task:</b><br/>Introduction to task – discuss exemplar work. Students to then develop their compositions in preparation for copying onto larger paper.</p>  | <p><b>Challenge</b><br/>Encouragement to attempt more complex imagery.<br/><b>Support</b><br/>Step by step guides<br/>Simpler resource images.</p> | <p>Paper, Pencils<br/>Resource sheets.</p> |
| 4-6    | <p><b>Popular culture Picture.</b><br/>Produce a pop art style picture that it based on popular culture and iconic images as well as using Pop art styles. Work should link to the work of Warhol, Lichtenstein and Blake.</p>              | <p>Students to focus on adding colour to pictures – colour work should link to Pop art styles (bright unrealistic colours and strong outlines).<br/>Work should show control of media and consideration of colour choices and blending.<br/><b>Task:</b><br/>Introduction to task – discuss exemplar work. Students to then focus on adding colour to their designs. Work can be done in either pencil or paint (pens can be used for stronger outlines). Discussion and demonstration of how to add a Lichtenstein effect of dots or Warhol’s techniques of swapping colour around (Marilyn pictures).</p> | <p><b>Challenge</b><br/>Encouragement to attempt more complex imagery.<br/><b>Support</b><br/>Step by step guides<br/>Simpler resource images.</p> | <p>Paper, pencils, paint examples.</p>     |

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