



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 Pen, ink, wash drawings Use of colour pencil and pastels on a variety of paper.	Designing a composition suitable for task. Mark making using cutting tools Layering process Experimenting with printing Health and safety routines.	Investigation of Pop Art and themes looking in particular at work of Andy Warhol and Sarah Graham.	Further investigation into popular culture and it's influence on Pop art ideas – investigation into contemporary popular culture. Discussion of shape, form and successful layout in composition. Use of mixed media in art work.
Challenge	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation.	Higher level tasks – more challenging ideas. More difficult resources. Opportunity to share good practice (supervising press use and inking).	Challenged questioning. Encourage more original and imaginative ideas. Exemplar examples.	Encouragement to attempt more challenging subject matter. Explore more complex design features.
Support	Simpler subject matter. Basic skill options	Simpler tasks Exemplar examples Step by step guides.	Preprepared templates. Simpler resource images (greater variety). Key word banks on w/sheets.	Simpler subject matter. 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.



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. English – when writing about artwork (annotation).	DT – following a process, use of equipment and safe cutting skills.	English – when writing about artwork (descriptive writing). History – cultural references to life in 1960s	English – when writing about artwork (descriptive writing). History – cultural references to life in 1960s
SMSC & MBV	Respect and tolerance of others during class discussion. Imagination and creativity in learning. Following rules and guidance.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Spiritual appreciation.
ASSESSMENTS	Final Insect presentation	Opportunity for peer assessment.	Observational drawing	Final Pop Art piece.
Out of school learning	IST task	IST task	IST task	IST task



Topic: Insects – Drawing Skills

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
1	Pencil Studies 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. Task: Revisit of tonal range and pencil control. Demonstration of exemplar drawing. Production of 1 -2 pencil studies of all/part of an insect.	Challenge Encouragement to attempt more challenging images. Support Step by step guides Simpler resources. Exemplar examples.	Paper, Pencils Resource sheets.
1	Pen and Ink 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. Studies should show some experimentation with media as well as focus on accuracy, form and detail. Task: 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). Production of at least 2 pen/ink studies of all/part of an insect showing different technique approaches.	Challenge Encouragement to attempt more challenging images. Support Step by step guides Simpler resources. Exemplar examples.	Paper, Pencils, drawing pens, ink, ballpoint pen, inks. Resource sheets.
1	Colour Media 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. Studies should show some experimentation with media as well as focus on accuracy, form and detail. Opportunity to focus on patterns. Task: Revisit of colour techniques – demonstration on good use of colour pencil and working on colour or black paper. Demonstration on using watercolour paints appropriately. Production of at least 2 colour studies of all/part of an insect showing different technique approaches.	Challenge Encouragement to attempt more challenging images. Support Step by step guides Simpler resources. Exemplar examples.	Paper, pencils, colour and watercolour pencils, watercolour paints, coloured paper, examples.



Topic: Insects – Drawing Skills

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
1	Pastels Difference between chalk and oil pastels – imaginative use of media.	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. Task: 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.	Challenge Encouragement to attempt more challenging images. Support Step by step guides Simpler resources. Exemplar examples.	Paper, pencils, oil and chalk pastels, scratching tools, examples.
1	Final Insect presentation Review and refinement of work – selection of best examples and presentation. Annotation skills.	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. Opportunity to revisit and improve on work. Task: Explanation of task and example of best practice for presenting work. Students to present work on an A3 sheet of paper.	Challenge More detailed annotation – clear use of key words and terms. Support Step by step annotation guides Support in reviewing work.	Paper, glue, annotation guide.



Topic: Insects – Lino Cut

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

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1	Review 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. Task: Explanation of task – examples of good practice. Opportunity for those completed to scan images onto computer and experiment digitally.	Challenge More detailed annotation – clear use of key words and terms. Support Step by step annotation guides Support in reviewing work.	Paper, glue, annotation guide.
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Topic: Pop Art Intro - Food

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
2	Pop Art intro – Andy Warhol Introduce students to the Pop art movement, key artists, influences. 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. Understand how Pop art developed as a reaction to the art of the period and its links to popular culture. Task: Introduction to task – presentation and short film about Pop art and Warhol. Pop art w/sheet.	Challenge Targeted questioning Support Structured worksheet – keyword lists.	Presentation, worksheets.
2	Observational Drawing - Food Revision of drawing skills using food items as subject matter. Accuracy of drawing, tone, texture, detail.	Production of a detailed study (or series of studies) based around food/sweets. Task: Introduction to task – discuss different viewpoints and approaches to the drawing. Drawings should focus on accurate form, using tonal media appropriately, thinking about highlights and shadows.	Challenge Encouragement to attempt more challenging subject matter. Support Simpler subject matter, example sheets.	Subject matter, pencils, paper.
2	Modern Pop Art intro – Sarah Graham Revisit the themes of Pop Art and how it still influences modern art. In depth study of the work of Sarah Graham.	Know some basic facts about Sarah Graham and her techniques and subject matter. Task: Introduction to task – presentation and info about Graham's work. Complete w/sheet. Pupils to use photography to explore ideas of close up and sketch some possible composition ideas.	Challenge Targeted questioning More challenging subject matter. Support Keyword lists. Simpler subject matter.	Presentation, worksheets. Resource images
2	Sarah Graham inspired artwork Produce a close-up picture in the style of Sarah Graham. Focus on close up, bright colours, abstract composition.	Production of a modern themed pop art picture in Graham's style. Task: Pupils to draw a close-up study of subject matter linked to Graham's work (and using photos and sketches from previous lesson). Drawings should be as accurate as possible, show details and appropriate use of colour media.	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.	Paper, pencils, paint examples.



Topic: Pop Art – Popular Culture Picture.

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
2	What is Popular culture Understand the influence of Popular culture on the Pop Artists and consider what classes as popular culture in todays society.	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. Create a mind map of potential ideas for a popular culture picture. Task: Presentation on Popular Culture – discussion of iconic people, products, cartoon/comic from past and present. Complete popular culture w/sheet.	Challenge Directed questions. Support Key words, examples and definitions.	Paper, Pencils w/sheets.
2	Popular culture Picture – Composition 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.	Students to produce an outline composition that features a collage style design based on iconic products, people and images. Composition should be accurately and neatly produced and show imaginative approach to arranging objects and filling background space. Task: Introduction to task – discuss exemplar work. Students to then develop their compositions in preparation for copying onto larger paper.	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.	Paper, Pencils Resource sheets.
2	Popular culture Picture. 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.	Students to focus on adding colour to pictures – colour work should link to Pop art styles (bright unrealistic colours and strong outlines). Work should show control of media and consideration of colour choices and blending. Task: 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).	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.	Paper, pencils, paint examples.

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