



## NHSG Key stage 3: Unit Overview for Y8 Art Mixed Media Bugs project

Scheme of Learning	Surrounding- Mixed Media Bugs
Learning outcomes	<p><b>Final Outcome</b></p> <ul style="list-style-type: none"> <li>Students will produce an overlapping mixed media insect's composition inspired by Lucy Arnolds and Entomology illustrations.</li> </ul> <p><b>Subject Content</b></p> <ul style="list-style-type: none"> <li>To develop an understating of:</li> <li>How to compare and contrast four different art styles</li> <li>Rules of Illustration</li> <li>Connection between Art and Sciences</li> </ul> <p><b>Skill Set</b></p> <ul style="list-style-type: none"> <li>Students will develop the ability to:</li> <li>Analyse artist</li> <li>Draw from observation with the measuring method</li> <li>Apply symmetry &amp; mark making</li> <li>Use mixed media processes.</li> </ul>
Key questions	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>Why do we look at symmetry when drawing insects?</li> <li>Why do we use the measuring method?</li> <li>How do you mix media? How do we create contrast of texture?</li> <li>How can you use maths knowledge to create patterns?</li> <li>How do you create a composition inspired by Lucy Arnold and Entomology illustrations?</li> </ul>
<p><b>Knowledge</b></p> <p>What key concepts are covered?</p> <p>What key skills are developed?</p> <p>What key terminology is learned (i.e. glossary)?</p>	<ul style="list-style-type: none"> <li>Observational drawing from secondary sources of insects: Observation, Symmetry, Line, Shape, Proportion, Angles, Direction, Positive space &amp; Negative space, Recording, Measuring Method, Accuracy, Details, Control.</li> <li>Mind mapping: analysis of concepts and areas.</li> <li>Mixed Media: mark making, tone, patterns, texture, Colouring Pencil, Collage.</li> <li>Artist analysis: observation and identification of subject matter, genre, intentions, mood, inspiration, and formal elements.</li> <li>Composition: Foreground and Background, Overlapping.</li> </ul>
Ongoing Assessment	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Peer and group assessment via white boards</li> <li>INT (I need to) self-assessment in response to teachers' feedback</li> </ul> <p><b>Key Misconceptions</b></p>

	<ul style="list-style-type: none"> <li>• Variables of shape recording</li> <li>• Composition proportions</li> <li>• Mark making with paint control</li> <li>• Colour contrast</li> </ul> <b>Homework</b> <ul style="list-style-type: none"> <li>• ELA assigned every term, linked to the learning delivered in classroom to deepen knowledge and understanding</li> <li>• Tasks started in classroom to be completed</li> <li>• Flipped classroom learning</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• All key questions are answered through the application of key learning (understanding of knowledge and skills) in the final outcome, including an evaluation guided by success criteria identified when analysing.</li> </ul>
<b>Sequencing of content</b>	<b>Rationale</b> <ul style="list-style-type: none"> <li>• Students reflect on how to merge the style of two artists to create a personalised response. They engage in recording and overlapping insects including accurate details.</li> <li>• Students extend their learning of mixed media composition, deepening their knowledge of mark making and texture, and reinforce their understanding of colour pencil blending.</li> <li>• Students identify the still life genre through two different compositional methods.</li> </ul>
<b>Links to Careers</b>	<b>Career</b> <ul style="list-style-type: none"> <li>• Illustrator</li> <li>• Artist Scientist</li> <li>• Researcher</li> </ul>
<b>Diversity and Inclusion</b>	Students will explore different cultural approaches to breakfast, expanding their understanding of the representation of identity in global art. The unit will encourage exploration of two key aspects of Pop Art, examining both American and British contributions and allows students to represent their own cultural background through the style of Pop Art.
<b>Support</b>	<ul style="list-style-type: none"> <li>• Examples of completed outcomes</li> <li>• Demonstration</li> <li>• Micro teaching</li> <li>• Lunch catch up clubs</li> </ul>
<b>Challenge</b>	Throughout this unit, all students are encouraged to create an entry for the Fourth Plinth Competition. The best entries across the year group are then entered for this London wide competition. It provides a high level of challenge as students are required to explore a societal or political theme based on their curriculum theme, 'surroundings'.

