



NHSG Key stage 3: Unit Overview for Y9 Art Diversity Photomontage project

Scheme of Learning	Contemporary Issues- Diversity Photomontage
Learning outcomes	<p>Final Outcome</p> <ul style="list-style-type: none"> Students will design and create a mixed media poster representing Diversity in the style of Hannah Hock. <p>Subject Content</p> <ul style="list-style-type: none"> To develop an understanding of: expression and appearance, including exaggerations, montages, and distortions Exquisite corpse, a Surreal game to combine differing imagery <p>Skill set</p> <ul style="list-style-type: none"> Students will develop the ability to: Learn how to use photomontage to combine different images Draw from observation exaggerated proportions and distortion Use imagery and lettering to convey a social, moral, political concept Use mixed media processes, including painting and lettering.
Key questions	<p>Key Questions</p> <ul style="list-style-type: none"> Why do we use symbols to represent contemporary issues? How do you create a composition in the style of Hannah Hoch? How can the game exquisite corpse be influential to my creativity? Why photomontage is so unique? How do you use lettering to create a background and convey a message? How can Hannah Hoch style be used to represent my ideas? Why do we use secondary sources to plan our figure drawing? How can I personalise the colour palette?
<p>Knowledge</p> <p>What key concepts are covered?</p> <p>What key skills are developed?</p> <p>What key terminology is learned?</p>	<p>Key Concepts & Skills Development</p> <ul style="list-style-type: none"> Observational drawing from secondary sources of figures: Observation, Line, Shape, Proportion, Curves, Edges, Angles, Ellipse, Measuring Method, Accuracy, Control. Mind mapping: analysis of concepts and areas. Contemporary Issues- Political, Social, Cultural, Moral, Spiritual linked to Expression and Appearance. Artists analysis: observation and identification of subject matter, of genre, and of formal elements. Design: layout, composition, style, stories, symbols, patterns, bright colours, background (lettering) & foreground (figure). Photomontage: exaggerations, distortions. Lettering: Mark Making, Patterns. Poster: planning the message.

	<ul style="list-style-type: none"> • Painting: consistency, mark making, control.
Key Assessment	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Peer and group assessment via white boards • INT (I need to) self-assessment in response to teachers' feedback <p>Key Misconceptions</p> <ul style="list-style-type: none"> • Variables of consistency, steps, amount of glue, symbols, proportions, use of ellipse when drawing objects. <p>Homework</p> <ul style="list-style-type: none"> • ELA assigned every term, linked to the learning delivered in classroom to deepen knowledge and understanding
Key Assessment	<ul style="list-style-type: none"> • 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 clear success criteria.
Sequencing of content	<ul style="list-style-type: none"> • Students reflect on how to symbolically represent a contemporary issue using figures secondary sources and lettering, and they can use letters as a pattern. • Students learn how create a Poster using pain and felt tip pens, including shapes, space, and patterns, and to paint with watercolours and deepen their knowledge of colour theory. • Students learn you to symbolically use shapes to represent an abstract concept.
Links to Careers	<p>Career</p> <ul style="list-style-type: none"> • Fine artist • Craftivist • Advertising
Diversity and Inclusion	<p>Students will explore the works of artists such as Hannah Höch, Steven Lowery, Daniel Corden, and Yi Chen to enhance their understanding of how Art can challenge the traditional representations of diversity. For example, Hannah Hoch's work explores the concept of the androgynous portrayal of the modern women to counter the traditional feminine female representation.</p>
Support Knowledge organisers, revision guides	<p>Examples of completed outcomes</p> <ul style="list-style-type: none"> • Demonstration • Micro teaching • Lunch catch up clubs
Challenge	<p>The challenge in this unit comes from exploring a different media, photography, where students have an opportunity to work with a camera in lessons. This also acts as an introduction to GCSE photography skills at the point of students making their GCSE option choices. Students are challenged to embed photography techniques inspired by Cyndy Sherman.</p>

