



Scheme of Learning	Surrounding- Mixed Media Bugs Y8
Learning outcome	<p>Final Outcome Students will create an overlapping mixed media insect composition inspired by Lucy Arnold and entomology illustrations.</p> <p>Subject Content Students will develop an understanding of: How to compare and contrast four different art styles. The rules of illustration. The connection between art and science.</p> <p>Skill Set Students will develop the ability to: Analyse artists' work. Draw from observation using the measuring method. Apply symmetry and mark making in their compositions. Use mixed media processes effectively.</p>
Key Question	<p>Key Questions</p> <p>Why is symmetry important when drawing insects? Why do we use the measuring method in drawing? How do you mix media and create texture contrast? How can you apply mathematical knowledge to create patterns? How can you create a composition inspired by Lucy Arnold and entomology illustrations?</p>
Knowledge	<p>Observational Drawing from Secondary Sources (Insects): Observation, Symmetry, Line, Shape, Proportion Angles, Direction, Positive & Negative Space, Recording, Measuring Method, Accuracy, Details, Control.</p> <p>Mixed Media: Mark making, Tone, Patterns, Texture, Colouring Pencils, Collage.</p> <p>Artist Analysis: Observation and identification of subject matter, genre, intentions, mood, inspiration, and formal elements in the work of Lucy Arnold and other relevant artists.</p> <p>Composition: Foreground and Background, Overlapping, Layering.</p>
Ongoing Assessment	<p>Formative Assessment</p> <p>Peer and Group Assessment: Through whiteboard discussions and group activities.</p> <p>INT (I Need To) Self-Assessment: Reflecting on teacher feedback to guide improvement.</p> <p>Key Misconceptions</p> <p>Challenges with shape recording and proportionality. Understanding and applying correct composition proportions. Mark-making with paint, collage and colouring pencils.</p>



	<p>Control over texture and colour contrast.</p> <p>Homework</p> <p>ELA (Extended Learning Activities): Assigned each term to deepen students' understanding of the content taught in class.</p> <p>Classroom Tasks to be Completed at Home: Tasks started in the classroom, continuing as flipped classroom learning activities.</p>
Clear sequencing of content	<p>Rationale</p> <p>Personalised Response: Students will reflect on how to merge the styles of two artists to create a personalised insect composition, engaging in detailed observation and overlapping techniques.</p> <p>Learning Extension: This project extends students' understanding of mixed media composition, helping them refine their mark-making, texture techniques, and colour pencil blending.</p> <p>Artistic Exploration: Students will explore the illustration genre through two different compositional methods, gaining insight into the connection between art and science through the study of insects and entomology illustrations.</p>
Links to Careers	<p>Career</p> <p>Illustrator</p> <p>Polymath Artist/Scientist</p> <p>Researcher</p>
Diversity and Inclusion	<p>Students will also explore artists such as Rosalind Munk, whose zentangle patterns are influenced by New Zealand Māori culture, to deepen their understanding of how cultural backgrounds shape artistic methods of representation</p>
Intervention support	<p>Demonstration: Teachers will model techniques.</p> <p>Micro Teaching: Peer-led learning and practice sessions.</p> <p>Lunch Catch-Up Clubs: Extra support for students outside of class.</p>
Challenge	<p>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'.</p>