



Scheme of Learning	Contemporary Issues - Diversity Photomontage Y9
Learning outcome	<p>Final Outcome Students will design and create a mixed media poster representing diversity in the style of Hannah Höch and Steven Lowery.</p> <p>Subject Content The aim is to develop an understanding of: Expression and appearance, including exaggerations, montages, and distortions Exquisite corpse, a Surrealist game to combine differing imagery</p> <p>Skill set Students will develop the ability to: Learn how to use photomontage to combine different images Draw from observation with exaggerated proportions and distortion Use imagery and lettering to convey a social, moral, or political concept Use mixed media processes, including painting and lettering</p>
Key Question	<p>Key Questions Why do we use symbols to represent contemporary issues? How do you create a composition in the style of Hannah Höch? How can the game "Exquisite Corpse" influence my creativity? Why is photomontage unique? How do you use lettering to create a background and convey a message? How can Hannah Steven Lowery style be used to represent my ideas? Why do we use secondary sources to plan our figure drawings? How can I personalise the colour palette?</p>
Knowledge	<p>Key Concepts & Skills Development Observational Drawing: Students will practice drawing figures from secondary sources, focusing on observation, line, shape, proportion, curves, edges, angles, ellipses, measurement, accuracy, and control. Mind Mapping: Analysing concepts related to contemporary issues, including political, social, cultural, moral, and spiritual themes linked to expression and appearance. Artist Analysis: Observation and identification of the subject matter, genre, and formal elements in the works of artists. Design: Focus on layout, composition, style, stories, symbols, patterns, bright colours, and the relationship between the background (lettering) and foreground (figure). Photomontage: Emphasising exaggerations, distortions, and combining imagery to create a cohesive design. Lettering: Exploring mark making and patterns to enhance the design. Poster Design: Planning the message and organizing visual elements. Painting: Focusing on consistency, mark making, and control.</p>

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



Ongoing Assessment	<p>Formative Assessment Peer and group assessment via whiteboards Self-assessment (INT – “I need to”) in response to teacher feedback</p> <p>Key Misconceptions Consistency in the application of materials (e.g., paint) Correct use of symbols, proportions, and ellipses when drawing objects</p> <p>Homework ELA (Extended Learning Assignment) assigned each term to deepen knowledge and understanding, linked to classroom learning. Tasks initiated in the classroom and completed at home. Flipped classroom learning.</p>
Clear sequencing of content	<p>Rationale Students will reflect on how to symbolically represent a contemporary issue using figures from secondary sources and lettering. They will also learn how letters can be used as a pattern. Students will create a poster using paint and felt-tip pens, exploring shapes, space, and patterns, and use watercolours to deepen their understanding of colour theory. Students will explore how to symbolically use shapes and figures to represent abstract concepts.</p>
Links to Careers	<p>Career Fine artist Craftivist Illustration</p>
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>
Intervention support	<p>Examples of completed outcomes Demonstrations Micro-teaching sessions Lunch catch-up clubs for additional support</p>
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>