



Scheme of Learning	Contemporary Issues- Chinese Whispers- Perry Grayson's Style Design Y9
Learning outcome	<p>Final Outcome Students will use a variety of media to design a tapestry plan representing a contemporary issue of their choice, decorated in the style of Grayson Perry.</p> <p>Subject Content The aim is to develop an understanding of: Contemporary issues Decoration in the style of tapestry Grayson Perry's artwork</p> <p>Skill set Students will develop the ability to: Represent abstract concepts and ideas through imagery Use of mixed media techniques to tell a narrative Create a tapestry design.</p>
Key Question	<p>Key Questions</p> <p>Why do we use symbols to represent contemporary issues? Why is the measuring method important in design? How do you create a composition in the style of Grayson Perry? What makes the 'whisper method' unique? How can Grayson Perry's style be used to design a tapestry? Why is it important to use reference images to plan the design?</p>
Knowledge	<p>Key Concepts & Skills Development</p> <p>Observational Drawing: Students will practice drawing from secondary sources, focusing on observation, line, shape, proportion, curves, edges, angles, ellipses, and accuracy in measurement.</p> <p>Mind Mapping: Students will analyse concepts and areas related to contemporary issues, such as political, social, cultural, moral, and spiritual themes.</p> <p>Artist Analysis: Observation and identification of subject matter, genre, and formal elements in Grayson Perry's work.</p> <p>Design: Focus on layout, composition, style, stories, symbols, patterns, and the use of bright colours.</p> <p>Colour Pencils: Techniques for mark-making and colour blending.</p> <p>Decoration: Planning and adapting designs, layering, overlapping, and creating patterns.</p> <p>Painting: Emphasis on consistency, mark making, and control to create a balanced design.</p>



Ongoing Assessment	<p>Formative Assessment Peer and group assessments via whiteboards Self-assessment (INT - "I need to") in response to teacher feedback</p> <p>Key Misconceptions Variables of shapes and context (steps, symbols, proportions, and the representation of meanings) Understanding the use of imagery to convey ideas and concepts.</p> <p>Homework ELA (Extended Learning Assignment) assigned each term to deepen knowledge and understanding, linked to classroom learning. Tasks started in class to be 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 everyday objects and secondary sources. They will learn how to draw these both realistically and in a personalised style, incorporating three-dimensional elements. Students will plan their tapestry design focusing on shapes, space, and symbols, while deepening their understanding of composition and mixed media. Students will learn how to symbolically use shapes and images to represent abstract concepts.</p>
Links to Careers	<p>Career Fine artist Craftivist Craft artist</p>
Diversity and Inclusion	<p>Grayson Perry is an active supporter of the LGBTQ+ community and explores a broad range of social, spiritual, and cultural issues in his work. His unique approach will help students understand how art can convey deep personal and societal messages.</p>
Intervention support	<p>Examples of completed outcomes Demonstrations Micro-teaching sessions Lunch catch-up clubs for additional support</p>
Challenge	<p>In this unit the challenge arises when students independently select an additional Greyson Perry tapestry to research and analyse. This additional analysis enables students to better understand how contemporary issues can be represented through visual scenes, inspiring each student's final outcome.</p>