

Year: 9

Subject: Art

| Term                               | Week | Focus                                  | Summary   | Learning Outcomes   | Parental Support   | Independent Learning   |
|------------------------------------|------|--|---|---|--|--|
| 1A and 1B<br><br>Jewels of the Sea | 1    | Introduction & Cover Page Design       | Introduction to the unit. Discuss marine life in St Helena. Design a creative and informative cover page.   | To complete a cover page with title, name, and thematic imagery.<br>To research appropriate secondary sources for information or image references | Go diving or swimming.<br><br>Embrace our wonderful ocean and look up about our Endemic marine life.<br><br><a href="https://www.youtube.com/watch?v=1SIX7qcLfwI">https://www.youtube.com/watch?v=1SIX7qcLfwI</a><br><br><a href="https://www.youtube.com/watch?v=-ILxbEX8sFQ">https://www.youtube.com/watch?v=-ILxbEX8sFQ</a> | Design cover page  |
|                                    | 2    | Research: Marine Life Around St Helena | Students research sea creatures unique to or found near St Helena. Collect reference images.                | To print or draw reference sheets in sketchbooks. Notes or visual research.   | Look up on the internet local marine life.   | Create google slide presentation with Saint Helena Marine Life   |
|                                    | 3    | Sketching: Observational Drawing       | Begin practicing observational drawing of selected sea creatures. Focus on line, shape, and proportion.     | To complete 2–3 detailed pencil sketches.   | Send in old newspapers   | Sketch 2-3 different local sea creatures in detail.  |
|                                    | 4    | Sketching: Texture and Pattern         | Explore texture and surface patterns in marine life (e.g., shells, scales). Use shading techniques.         | To create sketches showing tonal variation and patterns.  | Send in old newspapers   | Create sketches of 2 marine life creatures from around Saint Helena showing texture and their patterns |
|                                    | 5    | Sketchbook Development                 | Annotate sketches. Experiment with colour media (coloured pencil, watercolor) to test sea creature colours. | To complete colour studies and annotated sketchbook pages.  | Send in old newspapers   | Using printed image references students will do colour studies, annotating in their sketchbooks        |
|                                    | 6    | Designing 3D Piece                     | Plan papier-mâché model. Decide on creature, pose, and scale. Make a design plan or blueprint.              | To finalise design drawing with notes on construction and materials.  |  | Create a plan of their final design - colours etc.   |

|  |    |                              |   |   |  |  |
|--|----|------------------------------|---|---|--|--|
|  | 7  | Armature Building            | Draw on one sheet of thick card that will be cut around on and duplicate again on another sheet of card. Start to staple around ¾ of the template and begin stuffing with shredded scrap paper. | To complete armature for 3D creature              | <a href="https://www.youtube.com/watch?v=VfmF9D4i8Tg">https://www.youtube.com/watch?v=VfmF9D4i8Tg</a><br><a href="https://www.youtube.com/watch?v=IS9jCtCruq8">https://www.youtube.com/watch?v=IS9jCtCruq8</a> | Make templates, staple ¾ and stuff with shredded paper.    |
|  | 8  | Papier-Mâché: Base Layer     | Apply the first layer of papier-mâché to structure. Discuss technique and drying time.  | To cover form with a neat first layer.            | <a href="https://www.youtube.com/watch?v=VfmF9D4i8Tg">https://www.youtube.com/watch?v=VfmF9D4i8Tg</a><br><a href="https://www.youtube.com/watch?v=IS9jCtCruq8">https://www.youtube.com/watch?v=IS9jCtCruq8</a> | Apply first layer to cover entire shape.                   |
|  | 9  | Papier-Mâché: Shaping Detail | Add detail and layers to model. Shape features like fins, tentacles, etc.   | Model starts to resemble the chosen sea creature. | <a href="https://www.youtube.com/watch?v=VfmF9D4i8Tg">https://www.youtube.com/watch?v=VfmF9D4i8Tg</a><br><a href="https://www.youtube.com/watch?v=IS9jCtCruq8">https://www.youtube.com/watch?v=IS9jCtCruq8</a> | Shape it to desired detail from plan.                      |
|  | 10 | Drying and Base Paint        | Finish construction. Begin painting base coat.  | To dry models with base colour painted.           |  | Paint white/grey base coat                                 |
|  | 11 | Painting Detail & Texture    | Add fine detail and texture to models. Use reference sketches to guide colour and pattern.  | To fully paint, detailed sea creature.            |  | Add finer detail in paint                                  |
|  | 12 | Final Touches & Reflection   | Varnish (if needed), photograph work. Students write a short artist's statement reflecting on process and outcomes.   | Completed model and reflection/artist statement.  |  | Complete and think about the presentation of all projects. |

| Term        | Week | Focus                       | Summary   | Learning Outcomes                | Parental Support  | Independent Learning  |
|-------------|------|-----------------------------|---|----------------------------------|---|---|
| 2A Graffiti | 1    | Artist Study - Kenny Scharf | In Sketchbooks create a mindmap all about New Year's – it can be single words, phrases, resolution ideas etc. Stick into sketchbooks the Graffiti cover page piece that | Research the artist Kenny Scharf | Explore Graffiti but the non-vandalism version<br><a href="https://www.graffiti-empire.com/graffiti-generator/">https://www.graffiti-empire.com/graffiti-generator/</a> | We will start today by researching an American Painter – Kenny Scharf. You are going to research him in today's lesson – using your chrome books to help you. Use |

|   |                                 |   |   |  |   |  |
|---|---------------------------------|---|---|--|---|--|
|   |                                 |   | the studentren can complete during the half term. |  |   | the Artist Research Guide to help you.<br>Be as creative as you can in show casing your research on him in your sketchbooks. |
| 2 | Collage                         | Provide all students with 4 font styles using the alphabet. Student cut each letter out into square/rectangles to be used letter on in the lesson | Create and annotate a collage                     | Have fun creating different fonts in old English, bubble, gothic etc.<br><br><a href="https://www.graffiti-empire.com/graffiti-generator/">https://www.graffiti-empire.com/graffiti-generator/</a> | Using the cut out letters from earlier, you are to create a collage of them in your sketchbooks.  |  |
| 3 | Practicing fonts                | Explain to the student that we are going to be practising fonts from the collage but in a different way.  | Use and practice fonts from the collage           | <a href="https://www.graffiti-empire.com/graffiti-generator/">https://www.graffiti-empire.com/graffiti-generator/</a>  | using the 6x6 frame, place it randomly on a section of the collage.<br>You will notice it has multiple fonts in the frame. Your task today will be to practice creating four different framed sections using your collage and 6x6 frame.<br>You can recreate them in your sketchbook. |  |
| 4 | Ideas creation                  | Complete your cover page then recreate your name in various fonts at least four fonts.  | Plan three ideas                                  | <a href="https://www.graffiti-empire.com/graffiti-generator/">https://www.graffiti-empire.com/graffiti-generator/</a>  | Using that aspiration, create four different graffiti fonts of that aspiration.   |  |
| 5 | Development of final piece idea | Provide each student with a piece of cardboard.<br>Create your aspiration as the chosen graffiti font from last lesson.                           | Create your preferred idea                        | <a href="https://www.graffiti-empire.com/graffiti-generator/">https://www.graffiti-empire.com/graffiti-generator/</a>  | create your background.   |  |
| 6 | Complete final design           | Firstly, choose your middle-ground colour and paint your aspiration so that it can dry as quickly as possible.                                    | Add finer details to complete design              |  | Complete final graffiti design  |  |

|  |   |                       |  |                         |  |  |
|--|---|-----------------------|--|-------------------------|--|--|
|  |   |                       | Add detail with bold colours and outlining.<br>Thirdly, add bold colours and outlining to your aspiration once it has dried then stick onto your background.                                   |                         |  |  |
|  | 7 | Evaluate and Showcase | Once completed all students will assessing work, using the KS3 Assessment checker, they will stick this into their sketchbooks leaving a space for their aspiration artwork to be stuck in too | Assess against criteria |  | Showcase all Graffiti aspirations on the top 4 tables for all students to see. |

| Term   | Week | Focus  | Summary   | Learning Outcomes  | Parental Support  | Independent Learning  |
|--|------|--|---|--|---|---|
| <b>2B<br/>Still<br/>Life<br/>Observational<br/>Drawing</b> | 1    | Direct Observation Sketching                       | Quick warm-up – blind contour drawing of a simple object.<br>Demonstrate how to observe an object properly (negative space, angles, proportion).<br>Show examples of quick and detailed sketches. | Develop observational skills through timed sketching exercises.  | Practice drawing from objects in your house and focus on different lighting arrangements (where does the light hit the object and how can you capture this in your sketch?) | <ul style="list-style-type: none"> <li>• 5-minute sketch of an object.</li> <li>• 10-minute sketch of a different object.</li> <li>• 20-minute detailed sketch with more refinement.</li> </ul>   |
|  | 2    | Sketching with Pencil, Biro, and Colouring Pencils | Show a series of close-up textures.<br>Demonstrate mark-making techniques (hatching, cross-hatching, stippling, blending) with pencil, biro, and coloured pencils.                                | Experiment with different media to explore                       | Practice drawing from objects in your house and focus on using different mediums to sketch  | <ul style="list-style-type: none"> <li>• Sketch an object in pencil (focus on shading).</li> <li>• Sketch the same object in biro (focus on line and texture).</li> <li>• Sketch the same object in coloured pencils (focus on colour blending).</li> </ul> |
|  | 3    | Collage & Close-Up Sketching                       | Show famous artists who use collage.<br>Demonstrate how to cut and arrange images effectively.  | Use collage to explore composition and create close-up sketches. | Complete Artist Study of Hannah Höch or David Hockney   | <ul style="list-style-type: none"> <li>• Create a collage from magazines featuring real-life objects.</li> </ul>  |

|  |       |                                 |  |  |  |   |
|--|-------|---------------------------------|--|--|--|---|
|  |       |                                 | Discuss focal points and zooming in.   |  |  | <ul style="list-style-type: none"> <li>Choose a section to zoom in on and sketch in detail using pencil or biro.</li> </ul>   |
|  | 4     | Thumbnail Sketches in Two Media | Discuss why planning compositions is important. Demonstrate how to create quick, effective thumbnail sketches with different layouts.  | Develop compositional skills through thumbnail sketches using two different media. |  | <ul style="list-style-type: none"> <li>Draw six small observational thumbnails.</li> <li>Use two different media (e.g., pencil and biro, coloured pencil and charcoal).</li> </ul>  |
|  | 5 - 6 | A3 Mixed Media Final Piece      | Recap techniques from previous weeks. Discuss how different media can complement each other. Show examples of mixed-media observational work (e.g., contemporary artists using layering techniques). | Create a refined final piece combining learned skills and media.                   | Complete Artist Study of Leonardo da Vinci or Albrecht Dürer | <ul style="list-style-type: none"> <li>Sketch out composition lightly in pencil.</li> <li>Build layers with different media (e.g., biro for detail, collage for texture, coloured pencil for depth).</li> <li>Refine and adjust over both weeks.</li> </ul> |
|  | 7     | Evaluate and Showcase           | Once completed all students will be assessing work, using the KS3 Assessment checker, they will stick this into their sketchbooks leaving a space for their aspiration artwork to be stuck in too    | Assess against criteria  |  | Showcase all final pieces for all students to see.  |

| Term                  | Week | Focus   | Summary  | Learning Outcomes  | Parental Support  | Independent Learning   |
|-----------------------|------|---|--|--|---|--|
| 3A<br>Portrait<br>ure | 1    | <b>Introduction to Portraiture and the History of Portraiture</b> | Watch a short video on the history of portraiture<br>Introduce facial proportions: discuss the rule of thirds, where the face is divided into three parts: hairline to eyebrows, eyebrows to the | To understand the history of portraiture and learn the basics of facial proportions. | Let your child capture family portraits on their chromebook.<br><a href="https://www.youtube.com/watch?v=Pxrj6HYZ7YY">https://www.youtube.com/watch?v=Pxrj6HYZ7YY</a> | Students will draw an oval outline and apply the proportional grid to sketch a basic face shape. |

|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
|   |   |   | <p>bottom of the nose, and nose to chin.</p> <p>Discuss the general shape of the head (oval) and its divisions.</p> <p>Demonstrate drawing a basic outline of the head and a light grid for positioning features.</p> |   |   |  |
| 2 | <b>Understanding the Eyes – Structure and Proportions</b> | <p>Show a close-up of an eye. Discuss its structure (pupil, iris, sclera, eyelids).</p> <p>Discuss the proportions and placement of the eyes</p> <p>Show how to draw the basic shape of the eye: almond shape with eyelids and the iris.</p> <p>Explain how to position the eyebrows above the eyes, keeping in mind their distance from the eye.</p> <p>Demonstrate how to add shading and details for a realistic effect.</p> | To learn how to draw the eyes realistically, focusing on structure and proportions.   | <a href="https://www.youtube.com/watch?v=6V5T9NjdlCw">https://www.youtube.com/watch?v=6V5T9NjdlCw</a> | Draw both eyes, including pupils, iris, sclera, and shading.                        |  |
| 3 | <b>Understanding the Nose – Structure and Proportions</b> | <p>Discuss how the nose is the central feature of the face.</p> <p>Show various nose types in portraiture.</p> <p>Demonstrate the basic structure of the nose: bridge, nostrils, and tip.</p> <p>Discuss the importance of subtle shading and highlights to create depth.</p> <p>Show how to draw the nose within the facial grid.</p>  | To understand and draw the nose in correct proportions.   | <a href="https://www.youtube.com/watch?v=8gJ8k4ktgOE">https://www.youtube.com/watch?v=8gJ8k4ktgOE</a> | Students will draw a nose using the guidelines and shading techniques demonstrated. |  |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
| 4 | <b>Drawing the Mouth – Structure and Expression</b>        | <p>Show a variety of mouth expressions (happy, neutral, sad) and discuss their impact on portraiture.</p> <p>Explain the structure of the mouth: the upper and lower lips, the cupid's bow, and corners.</p> <p>Demonstrate how to draw the lips and apply shading to show volume.</p> <p>Discuss how the expression changes with different mouth shapes and positions.</p> | To learn how to draw the mouth, including lips and shading.                    | <a href="https://www.youtube.com/watch?v=4ME8RerDyiM">https://www.youtube.com/watch?v=4ME8RerDyiM</a> | Students will practice drawing a neutral mouth, focusing on proportions and shading.                        |
| 5 | <b>Drawing the Ears and Hair</b>                           | <p>Discuss the importance of ears and hair in a portrait. Watch a quick video of ear anatomy and hair texture.</p> <p>Show how to draw ears, explaining their location relative to the eyes and nose.</p> <p>Demonstrate hair drawing techniques, including texture and flow.</p>   | To draw the ears and hair with attention to detail and structure.              | <a href="https://www.youtube.com/watch?v=wJzXgN8r9Nw">https://www.youtube.com/watch?v=wJzXgN8r9Nw</a> | Students will draw the ears and add simple hair textures.   |
| 6 | <b>Creating the Final Portrait (Pencil Only)</b>           | <p>Show an example of a full portrait drawing.</p> <p>Provide guidelines on completing the portrait, revisiting facial features.</p> <p>Emphasize shading techniques to add dimension.</p>  | To complete a full portrait drawing using pencil.                              | <a href="https://www.youtube.com/watch?v=NKcQzWDCu1w">https://www.youtube.com/watch?v=NKcQzWDCu1w</a> | Students will draw a full portrait using the techniques learned, paying attention to detail and proportion. |
| 7 | <b>Creating the Final Portrait (Colour or Mixed Media)</b> | <p>Show examples of portraits in coloured pencils or mixed media.</p> <p>Demonstrate how to apply colour to the portrait,</p>   | To complete a final portrait using colour pencils or another medium of choice. | <a href="https://www.youtube.com/watch?v=8m2J8QGRpRl">https://www.youtube.com/watch?v=8m2J8QGRpRl</a> | Students will finish their portrait, experimenting with colour or mixed media.                              |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | including skin tones, hair, and background.<br>Show blending techniques for smooth transitions and adding depth. |  |  |  |
|--|--|--|--|--|--|--|

| Term  | Week | Focus   | Summary  | Learning Outcomes   | Parental Support  | Independent Learning   |
|---|------|---|--|---|---|--|
| <b>3B<br/>Design<br/>-<br/>Change your<br/>Style<br/>Cars<br/>and<br/>Fashion</b> | 1    | <b>Introduction to Design Through the Decades</b> | Quick quiz: Match design images (car/fashion) to the correct decade.<br>Teacher presents a timeline of car and fashion design from the 1920s–2020s.<br>Class discussion: What changes do you notice? What might have influenced these changes (e.g., wars, technology, social movements)?<br>In pairs, pupils compare two decades and list at least three design differences and potential influences. | Understand how fashion and car designs have evolved across the 20th and 21st centuries.   | Ask pupils to interview a parent/grandparent about the style of fashion and cars in their youth – what did they wear and drive?<br><a href="https://www.youtube.com/watch?v=ulRtoMwxbHM">https://www.youtube.com/watch?v=ulRtoMwxbHM</a><br><br>Create a short report (1 page max) on a designer (fashion or car) who was active in your chosen decade. Include one image and describe their style. | Create a visual mood board (digital or sketchbook) for a chosen decade, including key car and fashion styles and notes on influences.  |
|   | 2    | <b>Cultural Influences on Design</b>              | Display 3 fashion/car designs influenced by African, Japanese, or Indigenous art.<br>Pupils guess the cultural origin and justify their ideas.<br>Teacher models analysing a fashion piece influenced by Japanese design (e.g., kimono, pattern, simplicity).<br>Examine a car design inspired by African art – discuss colours, patterns, symbolism.<br>Work in groups to analyse                     | Investigate how art from different cultures has influenced fashion and automotive design. | <a href="https://www.youtube.com/watch?v=FcYDtIQNtWc">https://www.youtube.com/watch?v=FcYDtIQNtWc</a><br><br>Encourage discussions about cultural heritage or family traditions that might influence design ideas.<br><br>Develop your rough sketch into a coloured design inspired by your chosen culture.   | Pupils select a culture of interest and research its visual elements (colours, symbols, patterns, traditional dress or motifs). Begin rough sketch of an original fashion or car design using these cultural influences. |

|       |   |   |  |  |  |  |
|-------|---|---|--|--|--|--|
|       |   |   | another example from different cultures using a scaffolded worksheet.                                      |  |  |  |
| 3 - 6 | <b>Developing Your Own Design</b>       | <p>Mini peer-critique: Pupils show last week's homework to a partner and receive feedback. Teacher models combining a 1950s silhouette with West African patterns into a new jacket design. Explain that this is the same for boys studying cars.</p> <p>Pupils suggest modifications: how could the design be more contemporary or functional? In sketchbooks, students start combining decade/cultural styles into rough concepts with teacher support.</p> | Use knowledge of design history and cultural influences to create your own original fashion or car design. | Parents can support by sourcing materials (magazines, fabrics) or discussing how clothing/cars reflect their identity. | Pupils develop final concept designs:<br>Sketch ideas with annotation. Use colour and pattern thoughtfully.<br>Peer review mid-way and refine. |  |
| 7     | Evaluation, Presentation and Reflection | Group discussions on strengths and weaknesses to develop the language needed to do detailed reflections.  | To self assess their work using criteria   | Let your child draw items from different rooms   | Present their work to the whole class and complete a self-assessment worksheet.  |  |