
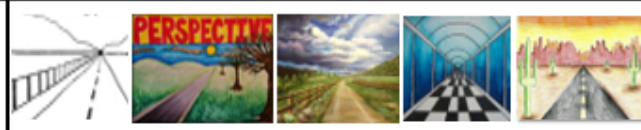





Schema  
Scheme of work  
& Progress Sheets  
Year 9 Art and Design

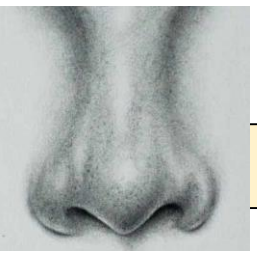
# Year 9 - Art

Oakwood Academy

Year 9	Autumn 1							Autumn 2						Spring 1						Spring 2					Summer 1						Summer 2							
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Theme	Self Portrait													Perspective Landscape												Graphic Design Skateboard Design												
Art activities	<p><b>Take a portrait photograph of each pupil in year 9.</b> Introduction to the new theme portraiture. Describe and compare the different artist styles and techniques. Trace their portrait and add features in a Julian Opie style. Using Photoshop add colour and shades. Learning how to draw the different facial features Practice mixing different skin tones adding light, medium and dark tones to a hand template. Learn the proportions and positioning of the different facial features when drawing a portrait. Draw a self-portrait using a mirror Mix different skin tones to emphasize the contours of the face Choose an artist's painting as a background design for your painting.</p>													<p>Introduction to landscape artists both contemporary and from the past <b>Artist painting and drawing workshop focusing on Urban landscapes</b> Powerpoint explaining one-point perspective. Title page with key vocabulary and basic perspective drawing. Tree drawing and painting demonstration. Using measurement start plotting out a landscape using one point-perspective Add extra detail using your imagination, mountains, volcanos, plants, animals etc. Experiment with colour mixing to create different shades of colours. Add pale colours in the background and brighter shades in the foreground.</p>												<p>Learn about the street artists Jean-Michel Basquiat, Greg Mike, Mr Cenz and create interesting and exciting research pages based on your favourite artist.G Discuss the different types of Graphic Design careers Follow a client's advertising brief and research your chosen theme, cartoon, band or country. Create a series of design ideas experimenting with lettering, layout and colour. Draw your final design on a pre-cut skateboard-shaped template. Develop painting skills, colour mixing, texture and add fine detail. Evaluate the project</p>												
Formal Elements	Line Texture Colour Tone Proportion Shape Form													Line Texture Colour Tone Proportion Shape Form												Line Texture Colour Tone Proportion Shape Form												
Specialisms	Painting Drawing													Photography Photoshop Painting Drawing												Graphic Design Painting Drawing												
Project Inspiration																																						
Technical Language	Realistic, abstract, facial features, contours, form, reflection, blending,													Advertising, brief, client, graphics, illustrator, layout, concept, eye-catching												Parallel, horizon, vanishing point, perspective, depth, vertical, diagonal, horizontal, eye level, proportion												
Artist	Chuck Close, Pablo Picasso, Van Gogh, Julian Opie, Klimt Beryl Cook, Roy Lichtenstein, Edvard Munch, Kandinsky													Thomas Gainsborough 1727-1788 John Constable 1776-1837 Contemporary artists: Julian Beever, Leonid Afremov												Street artists: Jean-Michel Basquiat, Greg Mike, Mr Cenz												
Cross Curriculum Links	Maths, PD spiritual													Maths, Computing												Maths, Computing												

# Capturing the essence of a person

## Facial Features



Nose

Ears

Accuracy

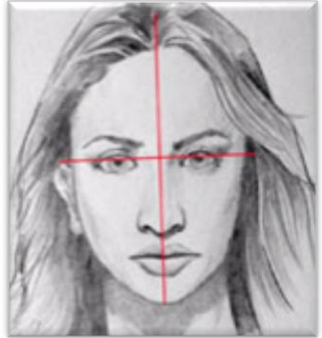
Proportion

Shape

Mouth

Eyes

Artists



Skin tones

Colour mixing

Shadows

Texture



Detail

Light reflections

Composition  
Arrangement / Layout

From the past

Contemporary / Modern

Pablo Picasso  
Van Gogh  
Roy Lichtenstein  
Andy Warhol  
Gustav Klimt  
Edvard Munch

Beryl Cook  
Julian Opie  
Chuck Close



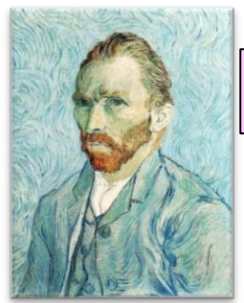
**Essence**  
The characteristic or features of a thing, which determines its identity

Character

Personality



Realistic



Colour

Abstract



Expressive

Emotion




# Oakwood Academy Scheme of Work

## Self Portrait Year 9

<b>Unit: Portraits</b>	<b>Term: Autumn 1 &amp; 2</b>	<b>Length: 12 lessons</b>
<p><b>Inspire:</b></p> <p>To observe several famous artists and compare their different styles and techniques.</p> <p>Learn new painting techniques</p> <p>To learn facts about the artist Vincent Van Gogh</p>	<p><b>Impact:</b></p> <p>To know the basic proportion of a face.</p> <p>To understand how to draw the different facial features.</p> <p>Develop the use of descriptive words when describing artwork.</p> <p>Develop teamwork skills: Present information to the class, working in pairs to describe an artist's self-portrait.</p> <p>To develop colour mixing skills and start using a broader range of light and dark shades.</p> <p>To start adding shadow areas and light reflections.</p> <p>To begin using tone to emphasise a 3D form.</p>	<p><b>Independence:</b></p> <p>Experiment with colour mixing and application of paint to create different texture.</p> <p>Independently generate your own ideas.</p> <p>To start making improvements to their work.</p> <p>Gain confidence when describing improvements peers can make to their work.</p>

Focus: Developing colour mixing and painting skills, use of descriptive language when describing artwork and introducing pupils to different artists.

Key Vocabulary: Self-portrait, abstract, Van Gogh, expressionism, Contrast, Tone, Texture

lesson	Learning Objectives. IN WEEK ORDER	Possible teaching activities
1, 2	<p>To understand the term self-portrait and discuss how artist's self-portraits differ in colour, style and pattern</p> <p>To be able to draw the different facial features and describe their shapes</p> <p>Develop pupil's use of tone to emphasise the 3D form</p>	<p>PowerPoint about self-portraits highlighting things to consider when drawing a self-portrait.</p> <p>Practice drawing the different facial features nose, eye, mouth and ear focusing on different shapes and sizes. Demonstrate how to apply tone to create different shades and emphasise a 3D form. Discuss how light falls on the face to create shadow areas. Pupils will learn how to use tone effectively to create the illusion of a 3D form.</p> 



3	To describe artist self-portraits using art specific terms. To develop pupils use of the art specific vocabulary	Developing pupils use of the art vocabulary when describing 6 famous self-portraits, comparing their different styles and techniques. Working in pairs will discuss an artist's portrait <u>and</u> the rest of the class will try to guess which painting is being described.
4, 5	To name the different facial features and their position on the face.  To use guidelines when drawing a basic face shape which incorporates some personalised characteristics	PowerPoint based on self-portraits discussing things to consider when drawing a self-portrait, the position of the different facial features. What is meant by the term self-portrait? Interactive whiteboard activity: Pupils take turns to position the different facial features and discuss if the positioning is correct. Hand out equipment basic face template, mirrors and facial features worksheet with step-by-step guides. Teacher demonstrations, recapping how to draw the different features and their positions.
6, 7	To use a mirror to draw a realistic interpretation of themselves	Discuss observational drawing and remind pupils how the face is divided into different sections. Teacher demonstration showing the size and scale of the facial features. Remind pupils to use a mirror when drawing themselves <u>taking</u> time to look closely at their facial shapes. Low-ability pupils will be provided with a face template to draw around.
8	To recall facts about the artist Van Gogh and describe his style of art To develop interesting research pages based on the artist Van Gogh	Teacher to read the Van Gogh story about his life. Discuss facts about the artist's life and write information and facts about what they have learnt in their own words. Copy one of Van Gogh's self-portraits and experiment with paint to recreate his style. Emphasis on colour and technique.
9, 10, 11, 12	Apply the paint in a Van Gogh style. Mix different skin colours similar to your own.	Paint the background of their self-portrait in a Van Gogh style with small curves or straight lines in similar colours. Mix different skin tones to emphasise the contours of the face, neck and hair use pencil crayon to add fine detail to their work.

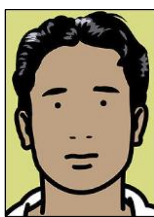
**Outcomes:**

All pupils will:	Most pupils will:	Some pupils will:
<p>Draw the different facial features with some recognisable shapes</p> <p>Can comment on where the different features are placed</p> <p>Use a mirror to help them draw their self-portrait.</p> <p>To make basic comments about the artist Van Gogh</p> <p>Mix paint to create different colours</p> <p>Name one or more of the primary and secondary colours correctly</p> <p>Apply brush strokes of colour to create different marks</p>	<p>Draw the different facial features with recognisable shapes</p> <p>Can name the different features and their position on the face</p> <p>Draw a self-portrait using a mirror</p> <p>To make comments about Van Gogh's style of painting</p> <p>Mix paint to create different colours</p> <p>Name two or more of the primary and secondary colours correctly</p> <p>Experiment with their application of colour to create lined textures</p>	<p>Draw realistic facial features</p> <p>Can name the different features and their position correctly</p> <p>Draw a realistic self-portrait using a mirror</p> <p>Describe Van Gogh's style of painting</p> <p>Mix paint to create different shades of colour</p> <p>Name the 3 primary and 3 secondary colours correctly</p> <p>Experiment with their application of colour to create textures and line detail</p>

My Autumn term progress in Art  
Year 9: Self Portrait

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

- portrait
- facial
- features
- realistic
- proportions
- shadows
- reflections
- personality

Working Towards / Stepping Stones	Not yet	Nearly there	Got it!
I can draw basic shapes to represent the different facial features.			
Using Photoshop I can select and add colour different colours to a Julian Opie style face.			
I can create a range of marks with a paintbrush and use them in simple pattern forms.			
I can mix different skin colours.			
I can fill a shape with a solid colour using paint.			
I can make simple comments about what I have done in my work with some reminders.			
I can hold and use a paintbrush correctly.			
Oakwood Learning Stage 1	Not yet	Nearly there	Got it!
I can trace the outline of a portrait photograph with some accuracy.			
With some support, I can add different colours to my drawing using Photoshop			
I can show some understanding of how to mix different skin tones.			
I can draw simple shape to represent the different facial features			
I can make comments about the artists style we are studying			
I can draw and paint a background in the style of a famous work of art.			
I can make basic suggestions for ways to improve my work.			

My Autumn term progress in Art  
Year 9: Self Portrait

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



**Key vocabulary**

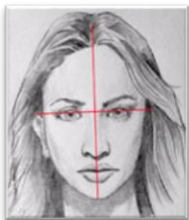
- portrait
- facial
- features
- realistic
- proportions
- shadows
- reflections
- personality

Oakwood Learning Stage 1			
I can trace the outline of a portrait photograph with some accuracy.			
With some support I can add different colours to my drawing using Photoshop			
I can show some understanding of how to mix different skin tones.			
I can draw simple shape to represent the different facial features			
I can make comments about the artists style we are studying			
I can draw and paint a background in the style of a famous work of art.			
I can make basic suggestions for ways to improve my work.			
Oakwood Learning Stage 2			
I can accurately trace a portrait photograph adding facial detail in a Julian Opie style			
I can use Photoshop to add different colours and shades to my self portrait.			
I can draw different facial features with some accuracy			
I can mix different skin tones to add light and dark areas to my work.			
I can use descriptive words when comparing self-portraits painted by famous artists.			
I can paint a detailed background inspired by a famous work of art.			
I can explain my work and share my opinions.			

My Autumn term progress in Art  
Year 9: Self Portrait

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

portrait  
 facial  
 features  
 realistic  
 proportions  
 shadows  
 reflections  
 personality

**Oakwood Learning Stage 3**

I can draw a self portrait in a Julian Opie style with the facial feature in proportion.

I can use Photoshop to add different shades of colours and light reflections to the hair.

I can draw realistic facial features.

I can mix different skin tones to make my portrait look more realistic.

I can describe different artist styles and make comparisons.

I can find the right images for my project using my own search terms on the internet.

I can develop my practical skills by experimenting with techniques using paint.

**Oakwood Learning Stage 4**

I can draw a self portrait in a Julian Opie style with the facial feature in proportion.

I can use Photoshop to add different shades of colours and light reflections to the hair.

I can draw realistic facial features with good detail and tone.

I can add light reflections and shadow areas when painting.

I can describe different artist styles and make comparisons.

I can apply the technical skills I have learned to improve the quality of my work.

I can reflect upon my work and use comparisons with the work of others to identify how to improve

Oakwood Learning Stage 3	Not yet	Nearly there	Got it!
I can draw a self portrait in a Julian Opie style with the facial feature in proportion.			
I can use Photoshop to add different shades of colours and light reflections to the hair.			
I can draw realistic facial features.			
I can mix different skin tones to make my portrait look more realistic.			
I can describe different artist styles and make comparisons.			
I can find the right images for my project using my own search terms on the internet.			
I can develop my practical skills by experimenting with techniques using paint.			
Oakwood Learning Stage 4	Not yet	Nearly there	Got it!
I can draw a self portrait in a Julian Opie style with the facial feature in proportion.			
I can use Photoshop to add different shades of colours and light reflections to the hair.			
I can draw realistic facial features with good detail and tone.			
I can add light reflections and shadow areas when painting.			
I can describe different artist styles and make comparisons.			
I can apply the technical skills I have learned to improve the quality of my work.			
I can reflect upon my work and use comparisons with the work of others to identify how to improve			



My Autumn term progress in Art  
Year 9: Self Portrait

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



**Key vocabulary**

- portrait
- facial features
- realistic
- proportions
- shadows
- reflections
- personality

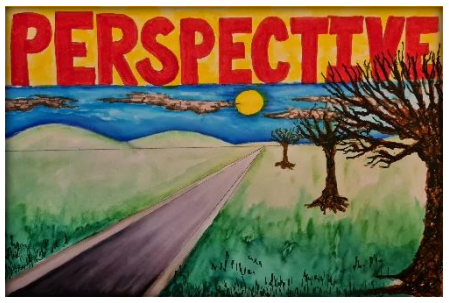
**Oakwood Learning Stage 4**

I can draw a self portrait in a Julian Opie style with the facial feature in proportion.			
I can use Photoshop to add different shades of colours and light reflections to the hair.			
I can draw realistic facial features with good detail and tone.			
I can add light reflections and shadow areas when painting.			
I can describe different artist styles and make comparisons.			
I can apply the technical skills I have learned to improve the quality of my work.			
I can reflect upon my work and use comparisons with the work of others to identify how to improve			

**Oakwood Learning Stage 5**

I can draw a realistic self portrait with accurate proportions in a Julian Opie style.			
I can experiment with Photoshop effects and tool when creating an Opie style portrait.			
I can accurately draw detailed facial features.			
I can add light reflections and shadow areas to create the illusion of a 3D form.			
I regularly analyse and reflect on my progress considering what I want to achieve.			
I can research and discuss the ideas and approaches of various artists.			
I can use my understanding to independently develop my work.			

# Painting Schema



Title Page

Gainsborough

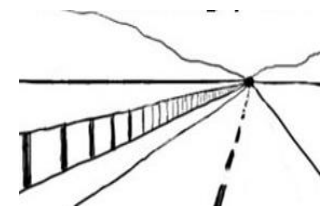


John Constable



Artists

Leonid Afremov



# One-Point Perspective

Vanishing Point

Horizon

Perspective Lines

Shape Form Proportion

Depth

Composition

Landscape Drawing

Countryside  
Desert  
Tunnel

Colour Mixing



Tonal Range  
Light, medium & dark



Pale shades in the background  
Bright colours in the foreground





## One-Point Perspective




<b>Unit:</b> Perspective 1 & 2	<b>Term:</b> Summer	<b>Length:</b> 10 Lessons
<p><b>Inspire:</b></p> <p>Observe famous perspective paintings. To learn how to draw using perspective lines. To develop new shading techniques. Experiment with different types of lines and tones to help to create the illusion of depth.</p>	<p><b>Impact:</b></p> <p>To know and be able to use perspective within their artwork to create the illusion of depth. To gradually change the colour gradient. To add shadows, light reflections and tones to emphasise 3D forms.</p>	<p><b>Independence:</b></p> <p>To independently draw and develop different ideas for a perspective landscape. To be able to line their ruler up with the vanishing point when drawing perspective lines. To participate in class discussions and group crits. To organise the equipment needed during the lesson</p>

**Focus:** Learn how to use perspective lines to add depth to a piece of work making it appear more realistic. Discuss several famous paintings that use perspective, focusing on colour and painting techniques.

**Key Vocabulary:** One-point perspective, vanishing point, horizon line, directional lines, vertical, diagonal, horizontal, eye level, scale, size, proportion, depth, paler, fainter, brighter, distance, dimension, primary and secondary colours, texture, tone, gradient.

Week	Learning Objectives. IN WEEK ORDER	Possible teaching activities
1, 2	<p>To understand how to draw a 3D shape using perspective lines.</p> 	<p>Listen to a PowerPoint presentation describing the drawing method of one-point perspective and why artists use this technique within their work. Using perspective within your work lets you create the illusion of a 3 dimensional space or shape on a 2D surface. What mistake can you notice between these 2 drawings using perspective lines? Demonstrate how to shade 2D shapes to make them appear 3D.</p>
3, 4	<p>To be able to shade using curved lines and a range of light and dark tones to create the illusion of a 3D shape.</p> 	<p>What is the vanish point? The place in the picture where all the diagonal line join up to. What happens to the size of the object the further they are in the distance? Objects appear smaller the further away they are in the distance. Adding perspective lines to the 2D shapes and add tone to create the illusion of a 3D form.</p>



5	To draw a landscape with some realistic features using perspective lines. 	Drawing a landscape using one-point perspective with a fence, trees, hills and a road. Demonstrate a small section at a time, checking that each pupil has understood before starting the next stage. All diagonal lines need to join up to the vanishing point. Check the horizontal and vertical lines by making sure the bottom of the ruler sits parallel to the edge of the paper. Pupils need to use their imagination to add extra detail to the background.
6	To know how to mix different shades of brown To be able to apply small lines of colour to create texture within your work.	Draw a row of 3 trees which gradually becoming smaller the closer they are to the vanishing point. Demonstrate how to paint bark texture on the trunk of the tree.
7, 8, 9	To develop colour mixing and painting skills. 	Emphasise depth by mixing different shades of colour making the colour gradually become paler the closer it is to the vanishing point/horizon line. Experiment with their application of paint to create texture and detail within the landscape. Add extra detail using pencil crayons.
Extension task	To draw a cuboid using two-point perspective. 	Draw a horizon line with a dot at either end these represent the two vanishing points. Draw a vertical line 5cm long. Join the top and bottom of the vertical line to each vanishing point. Draw two more vertical lines either side of the original vertical line. Now draw the same shape but larger on an A3 sheet of paper as the bottom half of the house.
	To be able to draw a house using two-point perspective.	Measure the half way point on the front wall of the building and draw a dot 6cm above this point. Draw a line from the dot to top corner of the front facing wall. Draw a line from the top of the roof the vanishing point. Draw windows and doors. All diagonal lines need to join up to the vanishing point Lightly shade some of the surfaces and bricks.



### Outcomes:

#### All pupils will:

Name the 3 primary and secondary colours correctly  
Be able to make basic comments about the different artists covered in the topic  
Mix paint to create different colours  
Experiment with paint to create different marks  
Be able to draw a cube using one and two point perspective with some support and guidance  
Know some perspective word.  
Can add white to their paint to create paler tones.  
Can add black to their paint to create darker tones

#### Most pupils will:

Know how to mix the 3 secondary colours  
Be able to comment about the different artists covered in the topic and recall some fact about them  
Mix paint to create different colours and shades  
Experiment with paint to create different textures  
Be able to draw a cube using one and two point perspective with some guidance  
Can point to the horizon line and vanishing point  
Can create changes in tone

#### Some pupils will:

Know how to mix the 3 secondary colours and can create different shades and tints.  
Be able to use descriptive words when describing the artwork  
Recall facts about the artists covered  
Mix paint to create different colour and shades  
Experiment with their application of paint to create different textures  
Be able to independently draw a cube using one and two point perspective  
Know the different perspective terms and can describe what effects happen and why.  
Can create a gradual change in tone.



My Spring term progress in Art  
Year 9: One-Point Perspective

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



**Key vocabulary**

perspective  
depth  
horizon  
vanishing point  
proportion  
3 dimensional  
foreground  
background

Working Towards / Stepping Stones			
I can create a simple representation of a landscape.			
I'm starting to record simple methods in my sketchbook using different media.			
With support I can holding a ruler and draw straight lines			
With help, I can select images when given a choice to choose from to use in my project.			
I can name the artists we are studying.			
I can fill a shape with a solid colour using pencils crayons or paint.			
I can			
Oakwood Learning Stage 1			
I can holding a ruler and draw some straight lines			
With some help I can find images on the internet I can draw from.			
I can name the different types of line, horizontal, vertical and diagonal .			
I know how to recognise and describe some simple characteristics of Surrealist art.			
I can name the artist or art movement we are studying.			
I can use perspective lines to draw a road and pavement.			
I can			

My Spring term progress in Art  
Year 9: One-Point Perspective

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



**Key vocabulary**

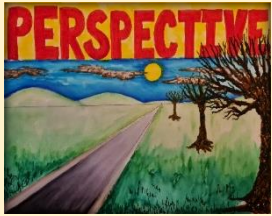
perspective  
depth  
horizon  
vanishing point  
proportion  
3 dimensional  
foreground  
background

Oakwood Learning Stage 1			
I can			
I can			
I can			
I can			
I can			
I can			
I can			
I can			
Oakwood Learning Stage 2			
I can describe the difference between a horizontal, vertical and diagonal line.			
I can demonstrate an awareness of proportion when drawing from observation.			
I can find the right images for my project.			
I can use my imagination to design a surrealist landscape with unusual objects.			
I can use perspective lines to draw a surrealist landscape with detail and colour.			
I can draw smaller objects in the background with larger objects in the foreground			
I can			

My Spring term progress in Art  
Year 9: One-Point Perspective

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



**Key vocabulary**

perspective  
depth  
horizon  
vanishing point  
proportion  
3 dimensional  
foreground  
background

Oakwood Learning Stage 3			
I can			
I can create a series of tonal studies based on my ideas.			
I can			
I can use perspective lines to draw a detailed landscape.			
I can find the right images for my project using my own search terms on the internet.			
I can demonstrate an understanding of proportion and scale when drawing from observation.			
I can			
Oakwood Learning Stage 4			
I can			
I can			
I can			
I can			
I			
I can			
I can			

# Graphic Design Schema



Graphic Design Careers  
Illustrator  
Logo Designer  
Branding  
Typography  
Editorial Designer

Greg Mike

Jean-Michel Basquiat



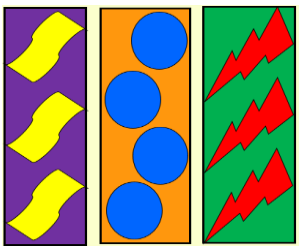
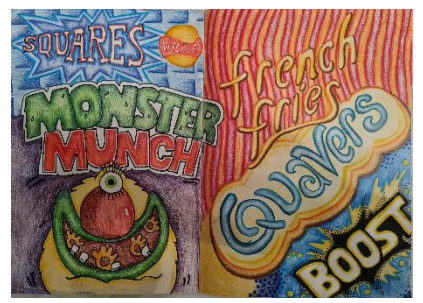
Street Artists

Mr Cenz



# Skateboard Design

Research different skateboard designs



Observational drawing focusing on lettering, tone, texture, detail and colour mixing

Research your chosen theme a cartoon, band or country



Graphic designers use pairs of complementary colours next to each other to enhance the design

When pairs of complementary colours are placed next to each other they appear brighter



# Oakwood Academy Scheme of Work

## Advertising on a skateboard frame Year 9

<b>Unit:</b>	<b>Term:</b> Spring	<b>Length:</b> 12 lessons
<b>Inspire:</b> Researching a topic of choice to inspire ideas and creativity. Students will be able to study different countries, music and popular culture. Throughout this topic, pupils will observe the artwork of graphic artists, street artists like Banksy.	<b>Impact:</b> Students will be able to take ownership of this topic. There will be a lot of independent decision making and experimenting to get the best outcomes on the final pieces. The teacher will promote independence and good time management during this topic, impacting the development of future skills. Having a positive impact on lessons in years 10 and 11 when these skills are most important.	<b>Independence:</b> The teacher will provide topic ideas from the start, students will be encouraged to make choices independently regarding themes, colours, layout etc. Students will be choosing materials and equipment independently. The teacher will promote independence and good time management throughout this topic.

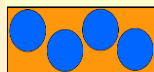
Lessons	Learning Objectives. IN WEEK ORDER	Possible teaching activities
1	To understand the role of a graphic designer job in advertising.	Teacher to lead a discussion about advertising and the job of a graphic designer. Students to contribute any prior knowledge. Teacher to open discussion with PowerPoint. Students to create title page 'Skateboard design'
2	To independently create a mind map to support research.	Students will be offered the themes to base their advertisement on a country, band, game, cartoon etc. Students will make this choice based on their preferred interests. Students will create a mind map to aid research. Handout the client's brief: pupils will research their chosen theme to advertise on a skateboard shape.
3	To recognise complementary colours and choose a colour theme for the topic.	Teacher to use a white board activity to reinforce learning around complementary colours. Discuss packaging brands which use complementary colours. What happens when you put complementary colours next to each other? Why do you think this is important when creating an eye-catching design? Teacher will provide an activity for students to put colours together and to see what works and what colour theme they may use, this plan at the start may change as the students continue to experiment and progress throughout the topic.
		Learning the pairs of Complementary colours and creative patterns using these pairs of colours.
4, 5	To develop research skills when finding inspirational images to inspire ideas.	Teacher demonstration: how to find images with good clarity and detail. Remember, it's important to find images which you can copy. Using correct keywords relevant to the topic. Demonstrate how to copy and save pictures.
6	To develop painting and <u>colour mixing skills</u> .	Teacher to model and remind of mixing colours. Students experiment with paint <u>focusing on</u> colour mixing, tone and texture using acrylic paint.
7, 8	To be able to develop font and lettering drawing skills. To be able to experiment with different materials	Teacher to provide students with examples of fonts. Develop a series of design ideas, experimenting with lettering, layout and colour. Refining work, adding extra detail, texture and tone.
9, 10, 11, 12	To be able to make decisions independently on the final design.	Draw out the final design. Refining work, adding extra detail, texture and tone

<b>Outcomes:</b>		
All pupils will:	Most pupils will:	Some pupils will:
<ul style="list-style-type: none"> <li>Have some knowledge of a graphic designer.</li> <li>Use the internet to assist with research.</li> <li>Choose a theme, images and make colour choices.</li> <li>Mix different colours</li> </ul>	<ul style="list-style-type: none"> <li>Have an individual and unique design.</li> <li>Make independent choices.</li> <li>Use graffiti and different fonts on their design.</li> </ul>	<ul style="list-style-type: none"> <li>Create their own font/graffiti designs.</li> <li>Change their plan design throughout the planning process.</li> <li></li> </ul>

# My Summer term progress in Art Year 9: Skateboard Design

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



## Key vocabulary

Graphic Design

Advertising

Typography

Illustration

Branding

Logo

Composition

Research

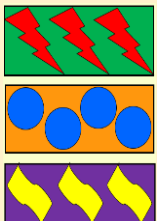
Complementary

Working Towards / Stepping Stones			
I can organise my work with some help from others.			
With help, I can select images when given a choice to choose from to use in my project.			
I am starting to record simple media explorations within my sketchbook.			
I can work spontaneously and enjoy the act of making and creating.			
I can fill a shape with a solid colour using pencils crayons or paint.			
I can create simple patterns by using objects to draw around.			
I can create simple representations of the images I have found.			
Oakwood Learning Stage 1			
I can name the 3 primary colours.			
I name a graphic design job.			
I can find the right images for my project, with some help.			
I can draw a design idea for my skateboard and comment on it.			
I can use simple drawing and painting techniques I have been shown to develop my work.			
I can follow simple instructions to make my work better.			
I can try out different activities and make sensible choices about what to do next.			

**My Summer term progress in Art  
Year 9: Skateboard Design**

Your teacher will assess how well you did by ticking your targets, so you can check your learning

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**Key vocabulary**

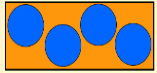
- Graphic Design
- Advertising
- Typography
- Illustration
- Branding
- Logo
- Composition
- Research
- Complementary

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I can draw a design idea for my skateboard and comment on it.			
I can use simple drawing and painting techniques I have been shown to develop my work.			
I can follow simple instructions to make my work better.			
I can try out different activities and make sensible choices about what to do next.			
Oakwood Learning Stage 2			
I know how to mix all 3 secondary colours.			
I can name and describe a graphic design job			
I can follow instructions independently to find the right images for my project.			
I can use various materials creatively in my sketchbook to inspire design ideas for my theme.			
I can demonstrate an awareness of proportion and scale when drawing from observation.			
I can explain my work and share my opinions.			
I can demonstrate understanding of how to create different effects using paint.			

# My Summer term progress in Art Year 9: Skateboard Design

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



## Key vocabulary

Graphic Design  
Advertising  
Typography  
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Branding  
Logo  
Composition  
Research  
Complementary

### Oakwood Learning Stage 2

I know how to mix all 3 secondary colours.			
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### Oakwood Learning Stage 3

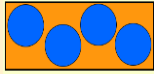
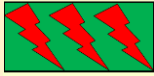
I can name and describe several graphic design jobs.			
I can use the app Pic Collage to create artistic layout.			
I can find the right images for my project using my own search terms.			
I can use my sketchbook to explore and experiment with ideas to develop my work.			
I can explain my work and share my opinions using art terms.			
I can demonstrate a range of painting techniques when creating my final design			
I can accurately copy the Logo design for my chosen theme.			



# My Summer term progress in Art Year 9: Skateboard Design

Your teacher will assess how well you did by ticking your targets, so you can check your learning

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## Key vocabulary

Graphic Design

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Typography

Illustration

Branding

Logo

Composition

Research

Complementary

## Oakwood Learning Stage 3

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I can use the app Pic Collage to create artistic layout.

I can find the right images for my project using my own search terms.

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I can explain my work and share my opinions using art terms.

I can demonstrate a range of painting techniques when creating my final design

I can accurately copy the Logo design for my chosen theme.

## Oakwood Learning Stage 4

I can name and describe a graphic design job the skills they would require.

I can name the three pairs of complementary colours and explain the effect when placed next to each other.

I can experiment with a range of materials to develop my ideas and creativity.

I can apply the technical skills I have learned to improve the quality of my work.

I can use my sketchbooks to show several versions of an idea and how my research has led to improvements in my work.

I can add fine detail, texture and tone when painting my final design

I can accurately copy in detail the Logo design for my chosen theme.

Oakwood Learning Stage 3			
I can name and describe several graphic design jobs.			
I can use the app Pic Collage to create artistic layout.			
I can find the right images for my project using my own search terms.			
I can use my sketchbook to explore and experiment with ideas to develop my work.			
I can explain my work and share my opinions using art terms.			
I can demonstrate a range of painting techniques when creating my final design			
I can accurately copy the Logo design for my chosen theme.			
Oakwood Learning Stage 4			
I can name and describe a graphic design job the skills they would require.			
I can name the three pairs of complementary colours and explain the effect when placed next to each other.			
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