

Week Number/Topic	Learning Objectives	Main Teaching	Notes	Plenary/Learning Outcomes
<u>Week 1-7</u> Art Skills identity	<u>Learning Objectives</u> By the end of this unit, students should be able to: Define what identity means and identify the different factors that shape a person's identity (e.g., culture, religion, gender, ethnicity, language, beliefs, and experiences). Explain how identity can be multi-layered and change over time. Understand how identity is expressed in society, media, literature, and religion. Reflect on and articulate their own sense of identity, including influences from family, community, and personal experiences. Listen respectfully to others' views and identities and communicate with empathy and understanding.	<u>Start</u> Focus: Understanding visible and hidden aspects of identity You will have to Define your identity and its components eg your likes and dislikes Reflect on personal identity who you are what school or mosque. You go to etc. Where you live and your surrounding area parks buildings shopping centers Recognize and respect diverse identities Think about what makes you you and what is different or same to others around you	<u>Keyword</u> Identity. Visible Identity Hidden Identity Diversity Respect Empathy Beliefs Values Culture Stereotype <u>H/w</u> Collect pictures and photos for	<u>Plenary</u> Students will Consolidate their learning and promote personal reflection Students will complete the following two sentences in their notebooks, "One thing I learned about identity today is..." "One thing I'll remember about myself, or others is..." Optional share-out: Invite a few volunteers to share their responses with the class or with a partner. Alternative Plenary Option: "Identity Exit Ticket" Students write down one way they can show respect for someone's hidden identity

	<p>Explore and express identity through creative forms (e.g. poetry, art, drama, presentations, or personal writing).</p> <p>Analyze how identity affects people's experiences and how it may lead to both inclusion and exclusion in society.</p> <p>Examine case studies or stories (real or fictional) to explore issues like stereotypes, discrimination, and belonging.</p> <p>Evaluate the importance of respecting diversity and how society benefits from it.</p> <p>Personal Growth & Reflection</p> <p>Build confidence in expressing who they are.</p> <p>Reflect on how values and beliefs shape their identity and choices.</p> <p>Appreciate the value of diverse identities within their class, school, and wider community.</p>	<p>Create an outline of your head and then divide it into 2.</p> <p>Label one side "Visible Identity" and the other "Hidden Identity".</p> <p>Can you list "What parts of your identity do people <i>see</i> easily, and what parts do they <i>not</i> see right away?"</p> <p>Students will fill in a simple version of their identity in their notebooks:</p> <p>Visible Identity</p> <p>Examples: Clothing, language, gender, ethnicity, age</p> <p>Hidden Identity</p> <p>Examples: Beliefs, values, fears, hopes, family traditions, mental health, personal experiences</p> <p>Pair Share or Class Discussion</p>	<p>your identity topic work for you to draw or create a collage for next week's lesson/lessons</p>	<p>outside of the classroom (e.g., listening without judgment, asking thoughtful questions, being kind even when they don't understand someone's background).</p> <p><u>Learning outcomes</u></p> <p>By the end of the lesson, students will be able to:</p> <p>Define what identity is and describe its visible and hidden components.</p> <p>Reflect on their own identities and identify aspects that are visible and hidden.</p> <p>Recognize that everyone has both visible and hidden parts of their identity.</p>
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		<p>What did you include in each part of your head</p> <p>Why do you think we sometimes hide or protect parts of our identity?</p> <p>How might understanding others' hidden identities help us show more respect and kindness?</p> <p><u>Main activity</u></p> <p>Students will be asked to create a mind map of who what they identify themselves as.</p> <p>They will explore ideas of what they like where they live and the school, they attend who they believe in.</p> <p>They will then go onto collect pictures or photos and will put together their work on identity.</p> <p>They can use colour to demonstrate their likes and dislike using warm colours for</p>		<p>Explain why some parts of identity may be kept private or protected.</p> <p>Demonstrate respect and empathy for others by understanding the complexity of identity.</p> <p>Students will be able to create an artwork that will be an expressional piece of work that portrays who they are and what they like and what makes them different</p> <p>Students will be able to use the warm and cold palette to express their preferences and their dislikes.</p>
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		<p>their positives and cold colours for their negative dislikes.</p> <p>They will then create an A3 size picture of the outline of their head and fill it with pictures writing photos sketches of things places and anything else they want to add to what they portray their identity as.</p> <p>Work will be handed in by the end of the term and marked.</p>		
<p><u>Week 8-14</u></p> <p><u>Artist Study</u></p> <p><u>Paul Cezanne</u></p>	<p><u>Learning Objectives</u></p> <p>By the end of the lesson(s), students will be able to:</p> <p>Identify key facts about Paul Cezanne's life, influences, and artistic style.</p> <p>Describe the main features of Cezanne's work, including his use of colour, shape, and brushwork.</p> <p>Explain how Cezanne's work contributed to the development of modern art (e.g. his role in Post-</p>	<p><u>Starter</u></p> <p>a zoomed-in or cropped section of one of Cezanne's artworks will be shown to the students (e.g., a portion of a still life, brushstroke texture, or color patch).</p> <p>Students will be asked</p> <p>"What do you notice about this image?"</p> <p>"What medium or technique do you think the artist used?"</p>	<p><u>Keyword</u></p> <p>Post-Impressionism</p> <p>Composition</p> <p>Brushstroke</p> <p>Tone</p> <p>Form</p> <p>Perspective</p> <p>Still Life</p>	<p><u>Plenary</u></p> <p>Focus: Reflection, synthesis, and use of key vocabulary</p> <p>Ask students to complete two or three of the following sentence starters in their sketchbooks, notebooks, or on mini whiteboards:</p> <p>One thing I learned about Cezanne today is...</p> <p>I noticed that Cezanne often...</p>

	<p>Impressionism and influence on Cubism).</p> <p>Analyse one or more of Cézanne's artworks, using appropriate art vocabulary.</p> <p>Develop their own creative work inspired by Cezanne's techniques and subject matter (e.g. still life or landscape).</p> <p>Reflect on how studying Cezanne has influenced their understanding of artistic development and personal expression.</p>	<p>"What kind of subject do you think this is part of?"</p> <p>After a few responses, then the full painting will be revealed, and Paul Cezanne will be introduced briefly:</p> <p>"This was painted by Paul Cezanne, a French artist often called the father of modern art. Today we're going to learn about who he was and how he changed painting."</p> <p><u>Main activity</u></p> <p>Introduction to the Artist</p> <p>Who was Paul Cézanne?</p> <p>French painter (1839–1906), from Aix-en-Provence. Bridged the gap between Impressionism and Modernism.</p>	<p>Landscape</p> <p>Plane</p> <p>Structure</p> <p>Geometry</p> <p>Influence</p> <p>Cubism</p> <p><u>H/w</u></p>	<p>Cezanne's work is different from other artists because...</p> <p>In my work, I tried to use Cezanne's technique by...</p> <p>I was surprised to learn that...</p> <p>Optional Extension (for fast finishers or deeper thinkers):</p> <p>How did Cezanne influence future artists like Picasso?</p> <p>Do you prefer Cezanne's style or another artist's style? Why?</p> <p><u>Learning outcomes</u></p> <p>By the end of the lesson(s), students will be able to:</p>
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		<p>Historical context: Post-Impressionism; painted at the same time as Monet and Van Gogh but took a different direction.</p> <p>Cezanne's Artistic Style</p> <p>Use of Colour: Often used warm and cool tones to build form and depth.</p> <p>Brushwork: Structured, repetitive brushstrokes; building form through planes of colour.</p> <p>Composition: Especially known for still life and landscape; objects and perspective often feel intentionally "off" or experimental.</p> <p>Form and Structure: Emphasis on breaking down objects into basic shapes—cylinders, spheres, and cones.</p>		<p>Identify key facts about Paul Cezanne's life, style, and historical context.</p> <p>Describe the main characteristics of Cezanne's art, including his use of colour, shape, and brushwork.</p> <p>Explain how Cezanne's approach differed from earlier Impressionists and influenced modern art.</p> <p>Analyse one or more of Cezanne's artworks using appropriate art vocabulary.</p> <p>Apply Cezanne's techniques in their own practical work (e.g. through still life or landscape).</p> <p>Evaluate their own work and the work of others, reflecting on how Cezanne's methods informed their choices.</p>
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		<p>Perspective: Cezanne often distorted traditional perspective to focus on how we actually experience space.</p> <p>Art Analysis Skills students will</p> <p>Look at examples like:</p> <p>Still Life with Apples</p> <p>Mont Sainte-Victoire series</p> <p>They will learn to describe and interpret using vocabulary like:</p> <p>Tone, composition, form, structure, perspective, foreground/background, brushstroke.</p> <p>Cézanne's Influence</p> <p>Considered a major influence on Cubism (e.g. Picasso, Braque).</p> <p>Helped shift art from representing the world</p>		
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		<p>realistically to exploring how we see and experience it.</p> <p>Students will need to create a personal study on Paul Cezanne focusing on:</p> <p>Cezannes biography</p> <p>Still life arrangement</p> <p>Simplifying forms into geometric shapes</p> <p>Layering colour and texture with brushstrokes</p> <p>Students will be Encouraged to work in their sketchbooks by experimenting with mark-making, colour blending, and object arrangement.</p> <p>Students will create a detailed study on Paul Cezanne</p>		
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		<p>They will create a booklet using dyed paper to make it look old</p> <p>Then they will use calligraphy writing to title the pages</p> <p>Have a detailed booklet with title page, front cover, biography, and then go on to look at his work and try to recreate some of his pieces of work</p> <p>Reflection and Evaluation</p> <p>Self-assess or peer-assess using guided questions:</p> <p>How did you use Cezanne's techniques in your work?</p> <p>What did you find challenging or enjoyable?</p> <p>How does Cézanne's style make you think differently about painting?</p>		
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<p><u>Week 15-19</u></p> <p><u>A sense of Place</u></p>	<p><u>Learning Objectives</u></p> <p>By the end of this topic, students will be able to:</p> <p>Explore and research how to represent place, both real and imagined, in different cultures and contexts.</p> <p>Collect and record visual information (e.g. photographs, sketches, textures, colours) from their environment or meaningful places.</p> <p>Develop personal responses to a chosen place using a range of materials, techniques, and processes.</p> <p>Experiment with composition, texture, colour, and perspective to communicate a sense of atmosphere or meaning.</p> <p>Reflect on how memories, emotions, and personal</p>	<p><u>Starter</u></p> <p>Ask students to close their eyes for a minute and think about a place that is special or important to them. It could be somewhere they've visited, their home, a park, or even an imagined place.</p> <p>On a blank page or in their sketchbooks, students create a quick "memory map" of that place by drawing or jotting down:</p> <p>Key objects or landmarks</p> <p>Colours they associate with it</p> <p>Sounds, smells, or feelings connected to the place</p> <p>After 5 minutes, invite a few students to share their memory maps with the class or in small groups.</p>	<p><u>Keyword</u></p> <p>Sense of Place</p> <p>Atmosphere</p> <p>Landscape</p> <p>Cityscape</p> <p>Composition</p> <p>Perspective</p> <p>Texture</p> <p>Mood</p> <p>Foreground/Background</p> <p>Abstract</p> <p>Mixed Media</p> <p>Observation</p> <p>Symbolism</p>	<p><u>Plenary</u></p> <p>Focus: Personal reflection and sharing insights</p> <p>Instructions:</p> <p>Arrange the class in a circle or small groups.</p> <p>Ask each student to share one sentence completing the prompt:</p> <p>"One thing I discovered about representing a place is..."</p> <p>"The place I chose made me feel..."</p> <p>"In my artwork, I tried to show..."</p> <p>Encourage respectful listening and brief follow-up questions from peers if time allows.</p>

	<p>connections can influence visual artwork.</p> <p>Analyse and evaluate their own and others' work using appropriate art vocabulary, considering how effectively a sense of place has been communicated.</p> <p>Produce a final piece that communicates a personal or emotional connection to a specific place or environment or on self.</p>	<p><u>Main activity</u></p> <p>Introduction & Visual Inspiration</p> <p>Show a variety of artworks that represent different senses of place — landscapes, cityscapes, interiors, imagined or emotional places.</p> <p>Discuss how artists use colour, light, perspective, and texture to convey atmosphere and mood.</p> <p>Ask students to describe how each artwork makes them feel and what kind of place it might be.</p> <p>2. Observation & Research</p> <p>Students choose a place meaningful to them (home, local park, school, etc.) or use provided photos.</p> <p>Conduct on-site sketching or use photos/videos to collect visual</p>	<p>Personal Response</p> <p>Mood Board</p> <p><u>H/w</u></p> <p>Can you collect images photos or anything that inspires you to add to your final piece and bring it in to draw or to use for your final piece.</p>	<p>Alternative Quick Plenary:</p> <p>Each student writes or says:</p> <p>Two things they liked or did well in their artwork (stars)</p> <p>One thing they want to improve or try next time (wish)</p> <p><u>Learning outcomes</u></p> <p>By the end of the topic/lessons, students will be able to:</p> <p>Explain what a “sense of place” means and how artists convey it in their work.</p> <p>Observe and collect visual information from a real or</p>
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		<p>information (shapes, colours, textures).</p> <p>Encourage sensory observation: what do they see, hear, smell, feel?</p> <p>3. Visual Brainstorming & Experimentation</p> <p>Create mood boards or collages using magazine cutouts, photos, fabric swatches, and colour samples to capture the feel of their place.</p> <p>Experiment with different art materials (watercolour, pastels, charcoal, mixed media) to represent textures and moods.</p> <p>Explore composition techniques like framing, viewpoint, and layering.</p>		<p>imagined place using sketches, notes, and photographs.</p> <p>Experiment with different materials and techniques to express mood, texture, and atmosphere connected to a place.</p> <p>Plan and develop ideas through sketches, mood boards, and studies to represent a chosen place.</p> <p>Create a final artwork that communicates their personal or emotional connection to a place.</p> <p>Use artistic vocabulary to analyse and evaluate their own and others' artworks in terms of composition, mood, and technique.</p> <p>Reflect on how memories and feelings influence their artistic choices and the viewer's experience.</p>
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		<p>To Developing their Ideas students will</p> <p>Sketch and plan a series of small studies focused on different aspects of their chosen place (e.g., light and shadow, colour palettes, key objects).</p> <p>Use thumbnails to try out compositions and perspectives.</p> <p>Discuss with peers or teacher to refine ideas.</p> <p>To Creating Final Piece</p> <p>Students will Produce a final artwork that communicates their personal or emotional connection to the place.</p> <p>Encourage creativity—this could be realistic, abstract, or a mix.</p> <p>Focus on using techniques learned to express atmosphere, mood, or memory.</p>		
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		<p>Reflection & Evaluation</p> <p>Students write or discuss what they tried to communicate through their work.</p> <p>Use prompts like: How does your artwork show the sense of place?</p> <p>Peer feedback session using constructive critique focusing on technique, mood, and expression.</p>		
<p><u>Week 20-25</u></p> <p><u>Artist Study</u></p> <p><u>Andy Warhol</u></p>	<p><u>Learning objectives</u></p> <p>By the end of the lesson(s), students will be able to:</p> <p>Identify key facts about Andy Warhol's life, background, and his role in the Pop Art movement.</p> <p>Describe Warhol's distinctive artistic style, focusing on his use of repetition, vibrant colours, and commercial imagery.</p>	<p><u>Starter</u></p> <p>Introducing Pop Art and Warhol's style</p> <p>Instructions:</p> <p>Show a selection of images — some famous celebrities (e.g., Marilyn Monroe, Elvis Presley) and some everyday commercial objects (e.g., Campbell's soup</p>	<p><u>Keywords</u></p> <p>Pop Art</p> <p>Repetition</p> <p>Bold Colours</p> <p>Contrast</p> <p>Background</p> <p>Foreground</p> <p>Screen Printing</p>	<p><u>Plenary</u></p> <p>Consolidation and personal connection</p> <p>Ask students to write or share verbally one sentence completing each of the following prompts:</p>

	<p>Explain how Warhol challenged traditional views of art and reflected consumer culture in his work.</p> <p>Analyse selected artworks by Warhol, using appropriate Pop Art vocabulary.</p> <p>Create their own artwork inspired by Warhol's techniques, such as repetition, bold colour schemes, and screen-printing styles.</p> <p>Reflect on the impact of Warhol's work on contemporary art and popular culture.</p>	<p>cans, Coca-Cola bottles). Use actual Warhol images if possible.</p> <p>Ask students:</p> <p>"What do these images have in common?"</p> <p>"Why do you think an artist might choose to paint everyday items or famous people repeatedly?"</p> <p>Briefly introduce Andy Warhol as a leading figure of Pop Art who blurred the lines between high art and popular culture.</p> <p>Optional: Have students quickly sketch one everyday object or celebrity face that they think would make an interesting artwork.</p>	<p>Icon</p> <p>Simplification</p> <p>Grid</p> <p>Monochrome</p> <p>Vibrant</p> <p>Mass Production</p> <p>Commercial Imagery</p> <p>Portrait</p>	<p>"One thing I found interesting about Andy Warhol's art is..."</p> <p>"I noticed that repetition and colour made the artwork feel..."</p> <p>"If I were to create a Pop Art piece, I would..."</p> <p>As a class students can use few responses to discuss as a class or use as an end of lesson discussion.</p> <p><u>Learning outcomes</u></p> <p>By the end of the lesson(s), students will be able to:</p> <p>Identify key facts about Andy Warhol's life, background, and the Pop Art movement.</p> <p>Describe Warhol's distinctive style, including his use of repetition, bright colours, and commercial imagery.</p>
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		<p><u>Main Activity</u></p> <p>Introduction to Warhol's Technique</p> <p>Students will be given examples of Warhol's work featuring repeated images with different colored backgrounds (e.g., Marilyn Monroe, Campbell's Soup cans).</p> <p>They will Discuss how repetition and bold colour changes affect the mood and impact of the artwork.</p> <p>Students will Choose andy warhols piece of work and truy to recreate it, (e.g., a portrait of a celebrity or an everyday object like a soup can).</p>		<p>Explain how Warhol challenged traditional ideas about art and consumer culture.</p> <p>Analyse one or more of Warhol's artworks, using appropriate art vocabulary related to Pop Art.</p> <p>Create their own artwork inspired by Warhol's techniques, such as repetition, bold colours, or screen printing effects.</p> <p>Reflect on how Warhol's work influences contemporary art and popular culture.</p>
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		<p>Students will need to create a clean, simplified black outline of the chosen image on paper.</p> <p>Students will need to use contrasting or complementary colours for backgrounds and fill areas within the outline.</p> <p>Explore how changing background colours influence the visual feel of the image.</p> <p>Repetition Practice</p> <p>students will create a grid (e.g., 2x2 or 3x3) on a larger sheet or paper.</p> <p>They will reproduce the same image multiple times but change the colour of each background and key features for each square.</p>		
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		<p>For their final Warhol; project Piece students will create a “Warhol Style Repetition Artwork”</p> <p>Students will create a final artwork consisting</p> <p>of multiple repetitions of the same object or face, each with a different coloured background.</p> <p>Materials: Paper, markers/paints/coloured pencils, or digital tools if available.</p> <p>Draw or transfer the simplified outline of the chosen object or portrait.</p> <p>Repeat the image in a grid format (e.g., 4 or 6 repetitions).</p> <p>Colour each repetition with different, vibrant background colours and adjust fill colours within the image to contrast.</p>		
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		Aim to explore colour combinations to create a visually striking effect that echoes Warhol's Pop Art style.		
<u>Week 26-31</u> <u>Gridding</u>	<u>Learning Objectives</u> By the end of the lesson(s), students will be able to: Explain the purpose of the gridding technique as a tool for improving proportion and accuracy in drawing. Apply the gridding method to scale up or replicate an image accurately. Measure and draw a grid correctly on both a reference image and a drawing surface. Translate individual squares from the reference image to their own drawing with attention to shape and placement. Develop their observation skills by focusing on one section at a time, rather than the whole image.	<u>Starter</u> Observation, attention to detail, and introducing grid-based thinking Students will be Displayed with a familiar image (e.g., a celebrity face, cartoon character, or animal) with a grid overlay — but only show one or two squares at a time (either covered or revealed one by one on a slideshow or printed). Students will be asked Can you guess what the image is just from this small square? What details can you see in this section?	<u>Keywords</u> Grid Proportion Scale Accuracy Reference Image Enlargement Reduction Observation Composition Line Drawing Square-by-Square	<u>Plenary</u> Focus: Reflection and consolidation Give students a slip of paper or ask them to respond verbally or in their sketchbooks. Ask them to complete these three prompts: One thing I learned about gridding today is... One challenge I faced was... ? Next time I use a grid, I will... “How did breaking the image into squares help you draw more accurately?” “Would you use this method again? Why or why not?”

	<p>Reflect on how the gridding process helps break down complex images into manageable parts.</p>	<p>Slowly revealing more squares to see if students can identify the full image.</p> <p>Students will be briefed on how artists use grids to break down complex images into simple, manageable parts and that, they'll learn how to do that themselves</p> <p><u>Main Activity</u></p> <p>Introduction to Gridding</p> <p>Briefly explain the history and purpose of the grid method (used by artists like Leonardo da Vinci and Chuck Close).</p> <p>Students will be Shown side-by-side examples of an image and its gridded drawing to illustrate the process and benefits (accuracy, proportion, scale-up/down).</p>	<p>Alignment</p> <p>Tone</p> <p>Contour</p> <p>Symmetry</p>	<p><u>Learning Outcomes</u></p> <p>By the end of the lesson(s), students will be able to:</p> <p>Explain the purpose and benefits of using the gridding technique in art.</p> <p>Construct a grid on both a reference image and their own drawing surface accurately.</p> <p>Apply the grid method to copy or scale an image while maintaining correct proportions.</p> <p>Demonstrate careful observation by focusing on and drawing one square at a time.</p> <p>Develop a detailed and proportionate drawing based on a gridded reference image.</p> <p>Reflect on how the grid technique helped improve drawing accuracy and overall outcome.</p>
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		<p>Demonstrate the Process Step-by-Step</p> <p>Use a visualiser or whiteboard to demonstrate:</p> <p>Drawing a grid (e.g. 1 cm x 1 cm or 2 cm x 2 cm) on a reference image.</p> <p>Drawing a matching grid lightly on a blank sheet.</p> <p>Transferring the image square by square, focusing only on lines, shapes, and tones within each square.</p> <p>Students will be given a printed image with a grid overlay (e.g., a celebrity, animal, or object).</p> <p>Students will begin to draw their chosen image square by square.</p> <p>Students will need to pay attention to accuracy over speed and will be encouraged to look</p>		
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		<p>closely and not "guess" parts of the image.</p> <p>simpler images with fewer grid squares can be used for students who need more support.</p> <p>Challenging the more confident students by using more complex images or by removing the grid from the reference after they've started.</p> <p>Students can answer questions like</p> <p>"How does using the grid help with proportion?"</p> <p>"Was it easier or harder to focus on one square at a time?"</p> <p>"Would you use this technique again for a large or detailed drawing?"</p>		
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<p><u>Week 32-36</u> <u>Then and Now A</u> <u>Time Capsule</u></p>	<p><u>Learning Objectives</u></p> <p>By the end of this project, students will be able to:</p> <p>Collect and select meaningful reference images (e.g., personal photos, historical or cultural images) that represent change over time.</p> <p>Develop a mind map exploring the theme “Then and Now,” including ideas about personal growth, social change, and cultural evolution.</p> <p>Explore and identify suitable visual styles for their artwork (e.g., realism, Pop Art, collage, or mixed media) based on the message or tone they want to convey.</p> <p>Produce preliminary sketches and a clear composition plan for their final piece, including layout and focal points.</p> <p>Experiment with various media, techniques, and colour palettes to test visual effects and enhance creative decision-making.</p>	<p><u>Starter</u></p> <p>Focus: Spark personal reflection and thematic thinking</p> <p>Instructions:</p> <p>Display two side-by-side prompts on the board or worksheet:</p> <p>THEN: <i>What things represent your past (childhood, family, trends, technology, places)?</i></p> <p>NOW: <i>What things represent your current life or interests (social media, fashion, music, personal milestones, etc.)?</i></p> <p>Ask students to quickly sketch or write 3–5 items under each column in their sketchbooks or on a mini whiteboard.</p> <p>Discuss:</p> <p>“Which of these changes feel most meaningful or visible?”</p> <p>“How could you show these differences visually?”</p>	<p><u>Keywords</u></p> <p>time Capsule – A collection of objects or images representing a specific period, preserved to show life at that time.</p> <p>Contrast – The difference between elements (e.g., past vs. present, colour, tone, or concept).</p> <p>Composition – The arrangement of visual elements within an artwork.</p> <p>Symbolism – Using images or objects to represent ideas or concepts (e.g., a cassette tape to symbolise the past).</p>	<p><u>Plenary</u></p> <p>Focus: Reflecting on learning and creative choices</p> <p>Instructions:</p> <p>Ask students to write a short response (3–4 sentences) to one or more of these prompts in their sketchbooks or on exit tickets:</p> <ul style="list-style-type: none"> • What is one thing you discovered about yourself or your past while working on this project? • How did experimenting with different styles or materials help you express the theme of “Then and Now”? • What part of your artwork are you most proud of and why? • If you could add one more thing to your time capsule, what would it be and why?
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	<p>Apply the gridding technique to a section of their image to ensure proportion and accuracy where needed.</p> <p>Reflect on how visual choices (style, colour, materials) can represent different time periods or personal transformation.</p>	<p>“Would your ‘time capsule’ be more personal, cultural, or both?”</p> <p><u>Main Activity</u></p> <p>Focus: Idea development, visual planning, and media experimentation</p> <p>Reference Image Collection & Mind Mapping</p> <p>Students will need to gather or review personal and cultural images (e.g., childhood photos, past trends, current icons, etc.).</p> <p>They will Create a mind map in sketchbooks centered around "Then and Now", branching into:</p> <p>Personal growth</p> <p>Technology</p> <p>Fashion/music</p> <p>Family/culture</p> <p>World events or places</p>	<p>Mixed Media – Using more than one material or technique in a single piece of art.</p> <p>Gridding – A method used to scale and accurately draw images by breaking them into squares.</p> <p>Collage – An art technique combining various materials (e.g., paper, photos, fabric) to create a layered image.</p> <p>Proportion – The correct sizing and scaling of different parts of an image.</p> <p>Mood – The feeling or emotion that the artwork communicates.</p>	<p> Optional:</p> <p>Invite a few students to share their responses aloud for a brief class discussion.</p> <p><u>Learning Outcomes</u></p> <p>By the end of the lesson(s), students will be able to:</p> <ol style="list-style-type: none"> 1. Collect and select meaningful reference images that represent changes over time in personal or cultural contexts. 2. Create a detailed mind map exploring ideas around “Then and Now,” such as personal growth, technological advances, and cultural shifts. 3. Experiment with different visual styles and media to decide how best to express their chosen theme.
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