




Malbank's Art and Design department strives to develop and foster an inclusive, creative and purposeful learning environment where all pupils are exposed to a rich and diverse curriculum. Through exploring the work of contemporary and traditional artists, designers and craftspeople pupils will investigate a broad range of techniques and processes to develop their personal ideas and realise intentions. We will ensure that all our learners are equipped with the essential specialist knowledge and skills needed to become enriched, innovative, critical thinking artists.




| Prior Knowledge | Current | Future |
|---|---|--|
| <p>Pupils should have:</p> <ul style="list-style-type: none"> • Knowledge of different approaches to drawing and recording; observational, abstract • Understanding of emotional colour and how/ why it is used by artists. • knowledge of the formal elements as well as approaches to mark making from Y7 and Y8. | <p>HEAD - Knowledge</p> | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> • You will have knowledge of the contemporary illustrator Lucinda Rogers; details of who she is and the key features of her work. |
| |  <ul style="list-style-type: none"> • You will have knowledge of what observational drawing is and what it could look like. | |
| | <p>HEART - Personal Development</p> | |
|  <ul style="list-style-type: none"> • You will demonstrate resilience when completing written tasks in your knowledge booklet. • You will demonstrate your communication skills when participating in group discussions the theme of drawing. • You will demonstrate your initiative and creativity. | | |
| <p>HAND - Skills</p> |  <ul style="list-style-type: none"> • You will demonstrate your knowledge of the formal elements from Y7; with a specific focus on line, and tone when exploring different approaches to drawing and recording. • You will work creatively to construct your own folded concertina sketchbook. | |



Lesson 2: Lucinda Rogers Research Page



Malbank's Art and Design department strives to develop and foster an inclusive, creative and purposeful learning environment where all pupils are exposed to a rich and diverse curriculum. Through exploring the work of contemporary and traditional artists, designers and craftspeople pupils will investigate a broad range of techniques and processes to develop their personal ideas and realise intentions. We will ensure that all our learners are equipped with the essential specialist knowledge and skills needed to become enriched, innovative, critical thinking artists.

| Prior Knowledge | Current | Future |
|--|---|---|
| <p>Pupils should have:</p> <ul style="list-style-type: none"> knowledge of what observational drawing is and what it could look like. | <p>HEAD - Knowledge</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> You will have knowledge of the contemporary illustrator Lucinda Rogers; details of who she is and the key features of her work. </div> | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> Use their prior knowledge of 'what makes a successful research page' from Y7 and Y8 to compile a creative research page. |
| | <p>HEART - Personal Development</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> You will demonstrate resilience when completing written tasks in your knowledge booklet. You will demonstrate your communication skills when participating in group discussions regarding the work of illustrator Lucinda Rogers. You will demonstrate your initiative and creativity when compiling your research page. </div> | |
| | <p>HAND - Skills</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> You will demonstrate your prior knowledge of 'what makes a successful research page' to compile a creative research page in your concertina sketchbook. You will work skilfully when making decisions about the colours and materials you use within your page's composition, ensuring that they match those used by the artist. </div> | |



Lesson 3: Lucinda Rogers Research Page






Malbank's Art and Design department strives to develop and foster an inclusive, creative and purposeful learning environment where all pupils are exposed to a rich and diverse curriculum. Through exploring the work of contemporary and traditional artists, designers and craftspeople pupils will investigate a broad range of techniques and processes to develop their personal ideas and realise intentions. We will ensure that all our learners are equipped with the essential specialist knowledge and skills needed to become enriched, innovative, critical thinking artists.

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| <p>Pupils should have:</p> <ul style="list-style-type: none"> knowledge of what observational drawing is and what it could look like. | <p>HEAD - Knowledge</p> <div data-bbox="580 558 733 733"> </div> <ul style="list-style-type: none"> You will have knowledge of the contemporary illustrator Lucinda Rogers; details of who she is and the key features of her work. | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> Use their prior knowledge of 'what makes a successful research page' from Y7 and Y8 to compile a creative research page. |
| | <p>HEART - Personal Development</p> <div data-bbox="575 848 733 1011"> </div> <ul style="list-style-type: none"> You will demonstrate resilience when completing written tasks in your knowledge booklet. You will demonstrate your communication skills when participating in group discussions regarding the work of illustrator Lucinda Rogers. You will demonstrate your initiative and creativity when compiling your research page. | |
| | <p>HAND - Skills</p> <div data-bbox="570 1125 754 1308"> </div> <ul style="list-style-type: none"> You will demonstrate your prior knowledge of 'what makes a successful research page' to compile a creative research page in your concertina sketchbook. You will work skilfully when making decisions about the colours and materials you use within your page's composition, ensuring that they match those used by the artist. | |




Lesson 4: Lucinda Rogers Research Page

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| Prior Knowledge | Current | Future |
|---|---|--|
| <p>Pupils should have:</p> <ul style="list-style-type: none"> knowledge of what observational drawing is and what it could look like. | <p>HEAD - Knowledge</p> | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> draw from their knowledge of Lucinda Rogers throughout the practical element of the lesson when exploring line as a tool to record. identify the differences between line and continuous line drawings. have knowledge of the collector Robert Opie and his Museum of Brands based in London. |
| |  <ul style="list-style-type: none"> You will have knowledge of the contemporary illustrator Lucinda Rogers; details of who she is and the key features of her work. | |
| | <p>HEART - Personal Development</p> | |
|  <ul style="list-style-type: none"> You will demonstrate resilience when completing written tasks in your knowledge booklet. You will demonstrate your communication skills when participating in group discussions regarding the work of illustrator Lucinda Rogers. You will demonstrate your initiative and creativity when compiling your research page. | | |
| <p>HAND - Skills</p> |  <ul style="list-style-type: none"> You will demonstrate your prior knowledge of 'what makes a successful research page' to compile a creative research page in your concertina sketchbook. You will work skilfully when making decisions about the colours and materials you use within your page's composition, ensuring that they match those used by the artist. | |




Lesson 5: Lucinda Rogers Inspired Drawing

Malbank's Art and Design department strives to develop and foster an inclusive, creative and purposeful learning environment where all pupils are exposed to a rich and diverse curriculum. Through exploring the work of contemporary and traditional artists, designers and craftspeople pupils will investigate a broad range of techniques and processes to develop their personal ideas and realise intentions. We will ensure that all our learners are equipped with the essential specialist knowledge and skills needed to become enriched, innovative, critical thinking artists.

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| <p>Pupils should have:</p> <ul style="list-style-type: none"> knowledge of what observational drawing is and what it could look like. prior knowledge of 'what makes a successful research page' from Y7 and Y8 to compile a creative research page. | <p>HEAD - Knowledge</p>  <ul style="list-style-type: none"> You will be able to draw on your knowledge of Lucinda Rogers throughout the practical element of the lesson when exploring line as a tool to record. You will be able to identify the differences between line and continuous line drawings. You will have knowledge of the collector Robert Opie and his Museum of Brands based in London. | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> Revisit knowledge and understanding of approaches to recording when working from still life/ collections of recognisable brands from Opie's Museum of Brands. |
| | <p>HEART - Personal Development</p>  <ul style="list-style-type: none"> You will demonstrate resilience when completing written tasks in your knowledge booklet. You will demonstrate your communication skills when participating in group discussions regarding approaches to drawing and recording. You will demonstrate your initiative and creativity when using line as a tool to draw. | |
| | <p>HAND - Skills</p>  <ul style="list-style-type: none"> You will demonstrate your understanding of Lucinda Rogers and her approach to observational drawing whilst creating your own studies from a variety of objects in your concertina sketchbook. You will explore first-hand the drawing approaches of line and continuous line when working from photographs of collections of objects; photographs taken at the Museum of Brands. | |




Lesson 6: Lucinda Rogers Inspired Drawing

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| <p>Pupils should have:</p> <ul style="list-style-type: none"> • knowledge of what observational drawing is and what it could look like. • prior knowledge of 'what makes a successful research page' from Y7 and Y8 to compile a creative research page. | <p>HEAD - Knowledge</p>  <ul style="list-style-type: none"> • You will be able to draw on your knowledge of Lucinda Rogers throughout the practical element of the lesson when exploring line as a tool to record. • You will be able to identify the differences between line and continuous line drawings. • You will have knowledge of the collector Robert Opie and his Museum of Brands based in London. | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> • Revisit knowledge and understanding of approaches to recording when working from still life/ collections of recognisable brands from Opie's Museum of Brands. |
| | <p>HEART - Personal Development</p>  <ul style="list-style-type: none"> • You will demonstrate resilience when completing written tasks in your knowledge booklet. • You will demonstrate your communication skills when participating in group discussions regarding approaches to drawing and recording. • You will demonstrate your initiative and creativity when using line as a tool to draw. | |
| | <p>HAND - Skills</p>  <ul style="list-style-type: none"> • You will demonstrate your understanding of Lucinda Rogers and her approach to observational drawing whilst creating your own studies from a variety of objects in your concertina sketchbook. • You will explore first-hand the drawing approaches of line and continuous line when working from photographs of collections of objects; photographs taken at the Museum of Brands. | |




Lesson 7: Lucinda Rogers Inspired Drawing

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| <p>Pupils should have:</p> <ul style="list-style-type: none"> • knowledge of what observational drawing is and what it could look like. • prior knowledge of 'what makes a successful research page' from Y7 and Y8 to compile a creative research page. | <p>HEAD - Knowledge</p>  <ul style="list-style-type: none"> • You will be able to draw on your knowledge of Lucinda Rogers throughout the practical element of the lesson when exploring line as a tool to record. • You will be able to identify the differences between line and continuous line drawings. • You will have knowledge of the collector Robert Opie and his Museum of Brands based in London. | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> • Revisit knowledge and understanding of approaches to recording when working from still life/ collections of recognisable brands from Opie's Museum of Brands. |
| | <p>HEART - Personal Development</p>  <ul style="list-style-type: none"> • You will demonstrate resilience when completing written tasks in your knowledge booklet. • You will demonstrate your communication skills when participating in group discussions regarding approaches to drawing and recording. • You will demonstrate your initiative and creativity when using line as a tool to draw. | |
| | <p>HAND - Skills</p>  <ul style="list-style-type: none"> • You will demonstrate your understanding of Lucinda Rogers and her approach to observational drawing whilst creating your own studies from a variety of objects in your concertina sketchbook. • You will explore first-hand the drawing approaches of line and continuous line when working from photographs of collections of objects; photographs taken at the Museum of Brands. | |




Lesson 8: Confectionary Composition

Malbank's Art and Design department strives to develop and foster an inclusive, creative and purposeful learning environment where all pupils are exposed to a rich and diverse curriculum. Through exploring the work of contemporary and traditional artists, designers and craftspeople pupils will investigate a broad range of techniques and processes to develop their personal ideas and realise intentions. We will ensure that all our learners are equipped with the essential specialist knowledge and skills needed to become enriched, innovative, critical thinking artists.

| Prior Knowledge | Current | Future |
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| <p>Pupils should have:</p> <ul style="list-style-type: none"> • knowledge of what observational drawing is and what it could look like. • prior knowledge of rendering, blending and application of colour to create depth when using pencil crayons as a tool to record. • Knowledge of the grid method; how this can be used to ensure accurate composition, scale and proportion when recording. | <p>HEAD - Knowledge</p> | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> • Revisit knowledge and understanding of approaches to recording when working from still life/ collections of recognisable brands from Opie's Museum of Brands. |
| |  <ul style="list-style-type: none"> • You will be able to draw on your knowledge of Lucinda Rogers throughout the practical element of the lesson when exploring line as a tool to record. • You will have knowledge of the collector Robert Opie and his Museum of Brands based in London as well as more contemporary examples of confectionary packaging. | |
| | <p>HEART - Personal Development</p> | |
|  <ul style="list-style-type: none"> • You will demonstrate resilience when completing written tasks in your knowledge booklet as well as using the grid method to support accuracy. • You will demonstrate your communication skills when participating in group. • You will demonstrate your initiative and creativity when using line as a tool to draw. | | |
| <p>HAND - Skills</p> |  <ul style="list-style-type: none"> • You will demonstrate your understanding of Lucinda Rogers and her approach to observational drawing whilst creating your own confectionary composition. • You will demonstrate you knowledge and understanding of drawing from observation by producing your own confectionary composition using the grid method to support with accuracy, scale and proportion. • You will explore the qualities of drawing pencils and pencil crayons when applying colour/tone. | |




Lesson 9: Confectionary Composition

Malbank's Art and Design department strives to develop and foster an inclusive, creative and purposeful learning environment where all pupils are exposed to a rich and diverse curriculum. Through exploring the work of contemporary and traditional artists, designers and craftspeople pupils will investigate a broad range of techniques and processes to develop their personal ideas and realise intentions. We will ensure that all our learners are equipped with the essential specialist knowledge and skills needed to become enriched, innovative, critical thinking artists.

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| |  <ul style="list-style-type: none"> • You will be able to draw on your knowledge of Lucinda Rogers throughout the practical element of the lesson when exploring line as a tool to record. • You will have knowledge of the collector Robert Opie and his Museum of Brands based in London as well as more contemporary examples of confectionary packaging. | |
| | <p>HEART - Personal Development</p> | |
|  <ul style="list-style-type: none"> • You will demonstrate resilience when completing written tasks in your knowledge booklet as well as using the grid method to support accuracy. • You will demonstrate your communication skills when participating in group. • You will demonstrate your initiative and creativity when using line as a tool to draw. | | |
| <p>HAND - Skills</p> |  <ul style="list-style-type: none"> • You will demonstrate your understanding of Lucinda Rogers and her approach to observational drawing whilst creating your own confectionary composition. • You will demonstrate you knowledge and understanding of drawing from observation by producing your own confectionary composition using the grid method to support with accuracy, scale and proportion. • You will explore the qualities of drawing pencils and pencil crayons when applying colour/tone. | |

Lesson 10: Confectionary Composition

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| <p>Pupils should have:</p> <ul style="list-style-type: none"> • knowledge of what observational drawing is and what it could look like. • prior knowledge of rendering, blending and application of colour to create depth when using pencil crayons as a tool to record. • Knowledge of the grid method; how this can be used to ensure accurate composition, scale and proportion when recording. | <p>HEAD - Knowledge</p> | <p>Pupils should go on to:</p> <ul style="list-style-type: none"> • Revisit knowledge and understanding of approaches to recording when working from still life/ collections of recognisable brands from Opie's Museum of Brands. |
| |  <ul style="list-style-type: none"> • You will be able to draw on your knowledge of Lucinda Rogers throughout the practical element of the lesson when exploring line as a tool to record. • You will have knowledge of the collector Robert Opie and his Museum of Brands based in London as well as more contemporary examples of confectionary packaging. | |
| | <p>HEART - Personal Development</p> | |
|  <ul style="list-style-type: none"> • You will demonstrate resilience when completing written tasks in your knowledge booklet as well as using the grid method to support accuracy. • You will demonstrate your communication skills when participating in group. • You will demonstrate your initiative and creativity when using line as a tool to draw. | | |
| <p>HAND - Skills</p> |  <ul style="list-style-type: none"> • You will demonstrate your understanding of Lucinda Rogers and her approach to observational drawing whilst creating your own confectionary composition. • You will demonstrate you knowledge and understanding of drawing from observation by producing your own confectionary composition using the grid method to support with accuracy, scale and proportion. • You will explore the qualities of drawing pencils and pencil crayons when applying colour/tone. | |