

Introduction

Managing Cover Lessons – Art & Design

Managing Cover Lessons – Art & Design contains worksheets to cover lessons when the teacher is absent. The pack includes worksheets for Years 7, 8 and 9.

How to use this pack

These worksheets can be used in many ways. However, a tried and tested method is suggested below:

- Photocopy a large number (eg 300) of every worksheet in this pack. This should be done at the start of the school year, so that you can use the material at short notice during term time without preparation.
- You will need 40 boxes which fit A4 paper in them. Put the copies of each worksheet in separate boxes.
- Label the outside of each box with the worksheet title and the relevant year group.
- Store the boxes in an accessible place in the art and design department.
- Photocopy 40 copies of the **worksheet record** (page 3).
- Label the worksheet records so that there is one for every worksheet, and then attach one to the front of the appropriate worksheet box.
- Every time a worksheet is used with a class, record it on the worksheet record on the front of the relevant box. This is to ensure that the worksheet is never used twice with the same group of students.
- At the start of the day, record on the **cover sheet** (page 4) the details of the lessons requiring a cover teacher. Place the completed form on the absent teacher's desk.
- Collect all the relevant worksheet boxes for the day and place them on the absent teacher's desk.
- When a teacher is covering a lesson for a colleague, they should select the relevant box from the desk, take it into the classroom, and hand out as many worksheets as are required. The boxes should be returned to the storeroom at the end of the day for future use.

This method is particularly useful if teachers are absent due to illness, staff INSET or unforeseen circumstances. It is designed to ensure that time is not wasted preparing for cover lessons, and there is a bank of activities to draw on. The activities are designed to be stand-alone, and so the lessons should not require supervision by a specialist teacher. If there is not enough space in the department to store the boxes, the relevant worksheet can be photocopied on demand.

Extra materials

Note that some student sheets need small sheets of tracing paper. It is best to prepare these at the beginning of the year, and store in the appropriate worksheet boxes. The student sheets in question are:

- **Repeating patterns** (page 14)
- **Capital letters** (page 29)
- **Carpet design** (page 30).

Composition (page 10) and **Stationery design** (page 50) require students to draw on a separate piece of paper. Make sure cover teachers are aware of this before they hand the worksheets out. You may wish to enlarge **Lettering design** (page 11) to A3 size so the boxes are larger.

Name:

Form:

Year 7: Potty postcards

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Choose **one** of the following themes:

- Funny faces
- Jumbo jelly
- Haunted houses
- Cheshire cats
- Knotted knitting
- Magic maze
- Wicked witches
- Dragons
- Dungeons
- Busy bees



Design an imaginative picture for a postcard on the theme you have chosen. Use up to **six** colours. Work out your ideas on the back of the sheet, then produce your final design in the box below.

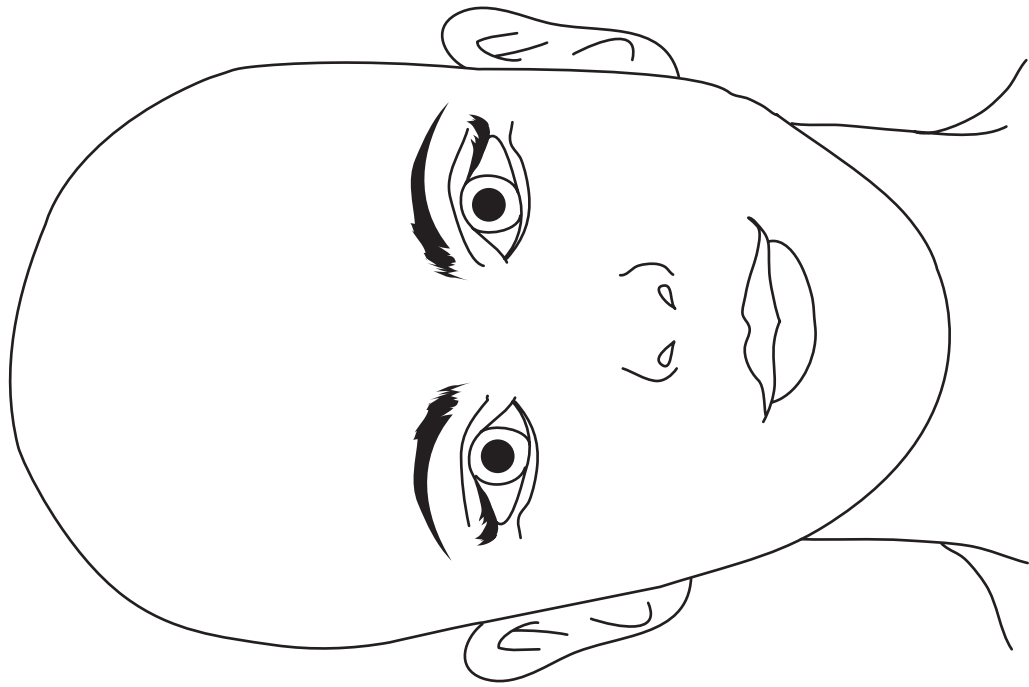
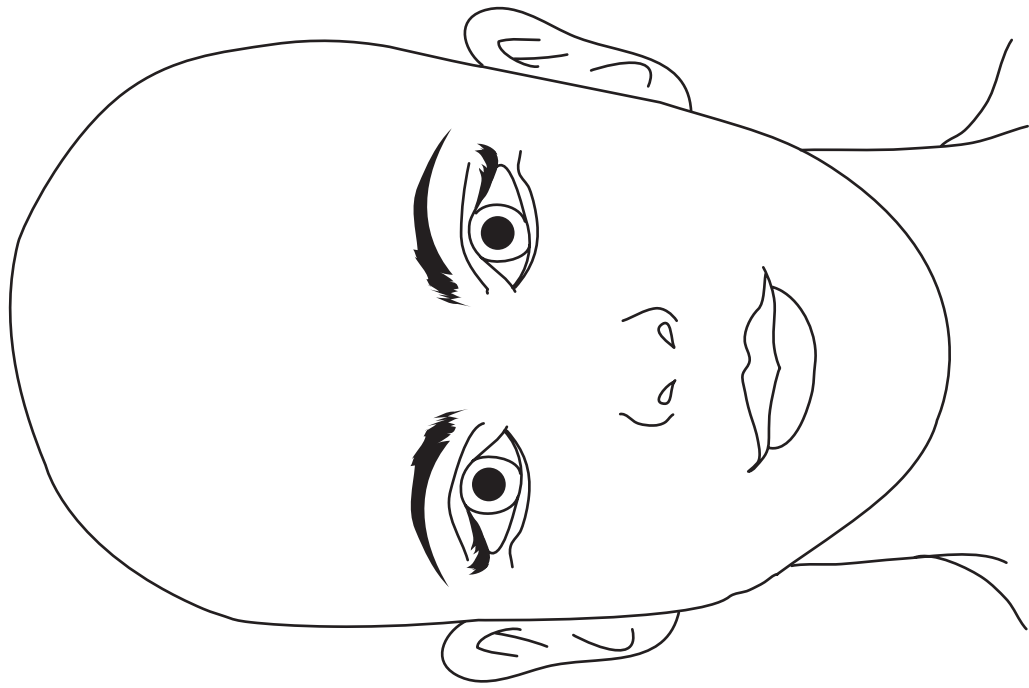
Name: _____ Form: _____

Year 8: Wacky glasses

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Design a wacky pair of glasses on each of the faces below. Create wacky hairstyles to match. Choose one of the following themes for each face and use your imagination:

- Horror
- Jungle
- Fun food
- Sweet shop
- Summer holiday



Name:

Form:

Year 9: Illustration

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Read the following story and then illustrate it in the box beneath it.

The unknown planet came into view. We were light years away from Earth. Our spacecraft had received a few strange coded messages, and we were on a mission to find out more. Soon we would see what these beings were really like.

As our spacecraft got closer, we could see some signs of life. There was a dark cave next to the landing zone – perhaps it was the gateway to a control room. The circular landing area came into view, lit with blue and orange flashing lights. We didn't know whether we would be welcomed or attacked – the place seemed deserted, but we could see some movement behind the rocks...

The noise of the rocket as we landed was deafening – the cylinders hissed and roared as we touched base. The dark cave changed colour as we emerged from our spaceship and became a beckoning doorway. Slowly, a shadowy figure moved into the light to greet us – our first view of these strange beings.



Name:	Form:
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Year 9: Sport fashion

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Design a costume suitable for an extreme sport. It must:

- be fashionable
- have relevant padding
- be weather-proof
- include safety features as well as accessories.

Colour, pattern and necessary design features are important. Remember to include your own designer logo in the box provided. Draw your outfit on the figure below and the logo in the box, then colour them in. Use any extra space to draw accessories of your own design or invention. Do not forget to label the drawings to show what special features you have included. You could choose from:

- | | | |
|-----------------|----------------------|-----------------|
| • Snowboarding | • Triathlon | • Skateboarding |
| • Skiing | • Three-day eventing | • Rollerblading |
| • Yachting | • Potholing | |
| • Rock climbing | • Surfing | |

Designer logo

