

Overview plans for academic year 2023-2024

Subject: Art and Design

Year group/cohort: KEY STAGE 3

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject specific	Cross curricular
	Components (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	literacy Key Vocabulary	Including Personal Development and SMSC
Autumn	Looking at	<u>Modernism</u>	Pupils learn	Pupils learn and	Assessment is	Shape	Contextual,
Term 1	Modernist art work. Including Kandinsky, Leger and Mondrian. Exploring a range of techniques and developing skills through experience a variety of art materials.	Teacher lead demonstrations and workshops. The teacher guides learners through a coherent mix of experiences of varying difficulty and style, depending on each student.	research skills and acquire knowledge of modernist art, artists and media and write about their findings. They acquire knowledge of a wide variety of artistic techniques and develop their skills through experience and	demonstrate how to generate ideas, select the suitable media and techniques appropriate to intentions.	both formative and summative. Summative assessment is done every half term.	Colour Blending Depth Angle Line	social and moral issues. Organisational skills. Working cooperatively. Working to deadlines. Exploring creative career paths.
			repetition. These include pencil crayons, acrylic paint and printing materials.				

Autumn	Looking at	Seasonal Crafts	Pupils learn	Pupils learn and	Assessment is	Intention	Contextual,
Term 2	seasonal crafts	Teacher lead	research skills and	demonstrate how	both formative	Mood	social and moral
	Exploring a range	demonstrations	acquire knowledge	to generate ideas,	and summative.	Form	issues.
	of decorative	and workshops.	of seasonal crafts,	select the suitable	Summative	Purpose	Organisational
	techniques,		traditional and	media and	assessment is	Style	skills.
	developing skills	The teacher guides	contemporary.	techniques	done every half		Working
	through	learners through a	They acquire	appropriate to	term.		cooperatively.
	experience	coherent mix of	knowledge of a	intentions.			Working to
		experiences of	wide variety of				deadlines.
		varying difficulty	artistic techniques				Exploring
		and style.	and develop their				creative career
			skills through				paths.
			experience and				
			repetition. These				
			include a wide				
			variety of paper				
			crafts printing,				
			collage/multimedia				
			and a range of				
			general art				
			materials.				
			Pupils identify				
			where about on an				
			art movements				
			timeline this topic				
			sits.				
Spring	Looking at tribal	Tribal Masks	Pupils learn	Pupils learn and	Assessment is	Form	Contextual,
Term 1	masks.	Teacher lead	research skills and	demonstrate how	both formative	Texture	social and moral
	Exploring a range	demonstrations	acquire knowledge	to generate ideas,	and summative.	Modelling	issues.
	of techniques and	and workshops.	of modernist art,	select the suitable	Summative	Collating	Organisational
	developing skills		artists and media	media and	assessment is	Intentions	skills.
	through	The teacher guides	and write about	techniques	done every half		Working
	experience a	learners through a	their findings. They		term.		cooperatively.

	variety of art	coherent mix of	acquire knowledge	appropriate to			Working to
	materials.	experiences of	of a wide variety of	intentions.			deadlines.
	materials.	varying difficulty	artistic techniques	intentions.			Exploring
		and style,	and develop their				creative career
		• •	•				
		depending on each student.	skills through				paths.
		student.	experience and				
			repetition. These				
			include pencil				
			crayons, acrylic				
			paint and printing				
			materials.				
			Pupils identify				
			where about on an				
			art movements				
			timeline this topic				
			sits.				
Spring	Looking at	<u>Cartoon Characters</u>	Pupils learn	Pupils learn and	Assessment is	Humour	Contextual,
Term 2	<u>Cartoon</u>	Teacher lead	research skills and	demonstrate how	both formative	Construction	social and moral
	Characters,	demonstrations	acquire knowledge	to generate ideas,	and summative.	Personality	issues.
	monsters and	and workshops.	of, cartoon	select the suitable	Summative	Character	Organisational
	mythical beasts.		characters,	media and	assessment is	Movement	skills.
	art work.	The teacher guides	monsters and	techniques	done every half		Working
	Exploring a range	learners through a	mythical beasts	appropriate to	term.		cooperatively.
	of techniques and	coherent mix of	and write about	intentions.			Working to
	developing skills	experiences of	their findings. They				deadlines.
	through	varying difficulty	acquire knowledge				Exploring
	experience of a	and style,	of a wide variety of				creative career
	variety of art	depending on each	artistic techniques				paths.
	materials.	student.	and develop their				
			skills through				
			experience and				
			repetition. These				
			include coloured				

			pens, textile materials, mod-roc and acrylic paint. Pupils identify where about on an art movements timeline this topic sits.				
Summer Term 1	Looking at Pop Art,	Pop Art Teacher lead	Pupils learn research skills and	Pupils learn and demonstrate how	Assessment is both formative	Bold Impact	Contextual, social and moral
	Exploring a range	demonstrations	acquire knowledge	to generate ideas,	and summative.	Popular	issues.
	of techniques and	and workshops.	of, pop art and	select the suitable	Summative	Culture	Organisational
	developing skills		artists, they write	media and	assessment is	Plane	skills.
	through	The teacher guides	about pop art and	techniques	done every half	Mass	Working
	experience of a	learners through a	artists. They	appropriate to	term.	Production	cooperatively.
	variety of art	coherent mix of	acquire knowledge	intentions.			Working to
	materials.	experiences of	of a wide variety of				deadlines.
		varying difficulty	artistic techniques				Exploring
		and style,	and develop their				creative career
		depending on each student.	skills through experience and				paths.
		Student.	repetition. These				
			include coloured				
			pens, textile				
			materials, mod-roc				
			and acrylic paint.				
			Pupils identify				
			where about on an				
			art movements				
			timeline this topic				
			sits.				

Summer	Looking at	<u>Objects</u>	Pupils learn	Pupils learn and	Assessment is	Light and	Contextual,
Term 2	Objects,	Teacher lead	research skills and	demonstrate how	both formative	shade	social and moral
	Exploring a range	demonstrations	acquire knowledge	to generate ideas,	and summative.	Colour	issues.
	of techniques and	and workshops.	of, the work of	select the suitable	Summative	Shape	Organisational
	developing skills		Patrick Caulfield	media and	assessment is	Pattern	skills.
	through	The teacher guides	they write about	techniques	done every half	Form	Working
	experience of a	learners through a	their findings. They	appropriate to	term.	Symmetry	cooperatively.
	variety of art	coherent mix of	acquire knowledge	intentions.		Perspective	Working to
	materials.	experiences of	of a wide variety of				deadlines.
		varying difficulty	artistic techniques				Exploring
		and style,	and develop their				creative career
		depending on each	skills through				paths.
		student.	experience and				
			repetition. These				
			include graffiti				
			pens, acrylic paint,				
			pencil crayons and				
			card relief.				
			Pupils identify				
			where about on an				
			art movements				
			timeline this topic				
			sits.				

Subject Information including exam board details:

Working towards GCSE Art and Design AQA (Fine Art)

Careers linked to this subject area:

Web designer, graphic designer, photographer, graphic designer, fashion designer, buyer. Careers in TV, film or theatre include set designer, costume designer, make-up artist, lighting technician and lighting designer/director.

Enrichment Opportunities:

Pupils made aware of local galleries and exhibitions.