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**Long Term Mapping**

**Art & Design KS3**

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|  | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **(2021-2022)** | **(2022-2023)** | **(2023-2024)** |
| **Autumn**  | **1** | WEATHER & WAVES IN ART | SEALIFE AND SHELLS | LANDSCAPES AND TOWN SCAPESIMPRESSIONISM |
| **2** | SET DESIGNDIY AND DECORATING SKILLSPAINTING SKILLS | SET DESIGNDIY AND DECORATING SKILLSPAINTING SKILLS | SET DESIGNDIY AND DECORATING SKILLSPAINTING SKILLS |
| **Spring** | **1** | PATTERNS AND PRINTS | MASKS AND FACES | EXPESSSIONISM |
| **2** | CIRCLES, ELIPSES | EXPRESSIONISM | PORTRAITS AND MASKS |
| **Summer**  | **1** | NATURAL FORMS | STILL LIFE SET, DRAWING 3-D OBJECTS,  | FLOWERS AND PLANTS |
| **2** | SHINE!ARTS WEEK PREPARATION | SHINE!ARTS WEEK PREPARATION | SHINE!ARTS WEEK PREPARATION |

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| **KS3 Art & Design MEDIUM-TERM PLANNING (2021-2022)** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know the vocabulary linked to Art &Design | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. design |
| **CYCLE 1** | **Artists, Influences and Key Skills in Art and Design:** Focus on giving young people the skills to use their current & new skills to create, make & use a wide range of art media in Art & Design Projects. Pupils will gain information from art history, crafts people, new and ancient art including different cultures, art periods, influences & major artists. Pupils will become confident in manipulating art tools & materials, becoming confident artists & crafts people. Pupils will learn art theories and learn the seven basic art elements that underpin their learning across all key stages and learnt to discuss artwork a linked to artists & creativity. The more-able students will work as independently as possible to follow instructions, develop their understanding of art theories & exercise their fine art skills. Less-able students will explore the course through a sensory approach. All students will be taught how to work safely & creatively within the art room/workshop, using all art media & pre-prepared equipment/resources. | **SEALIFE AND SHELLS** | **PATTERNS AND PRINTS** | **NATURAL FORMS AND SHINE** |
| **Autumn 1**7 weeks | **Autumn 2**7 weeks | **Spring 1**6 weeks | **Spring 2**6 weeks | **Summer 1**5 weeks | **Summer 2**7 weeks |
| **Photo-realsim** | **Set Design** | **Patterns** | **Prints** | **Natural Forms** | **Shine Preparation** |
| Create sketch books to record their observations and use them to review & revisit ideas.Working in the style of an artist including British artistsPainting with alternative textures & art tools | Drawing the set. Working in the style of an artist | Patterns and Print Making/finding shapesDiamonds/fans and Geometric Patterns | Creating Geometric patterns using polystyreneLooking at Clarice Cliffe potteryCreating new patterns based on textiles & wallpaper/ | Looking at observational drawings of natural forms – leaves, berries, fruit, foliageRepeating pattern tiles-Islam-non-representational forms | Working in mixed media on large 2D and 3D projectsHenry Moore influences |
| **DIY skills** | **Clay Tiles** | **Shine Banners** |
| Set Design, wallpapering, rollering, fine line painting | Working on geometric clay tiles | Completing Shine Installations & Banners |
| **SUGGESTED ARTISTS** |
| Artist = Amiria Gale/Paul Klee/M.C.Escher | Set Design – drawn out by key artists in Secondary | Heather GallerBeatriz Milhazes | 1930’s patterns/ Clarice Cliffe/ Art Deco | William Morris/ /Craven Jackfield Potteries – Iron Bridge | Henry Moore |
| **ART & DESIGN VOCABULARY** |
| Drawing from primary resources//Stencils/Prints/Victorian prints of fish and shellsImprove their mastery of art and design techniquesIncluding drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay) | Shell collages, drawings, colouring in using mark making, shading – pastels, chalk & charcoalReproducing + continuing patterns, repeating patterns on fish – scales/Study fish shapes/typesRollering/Decorating skillsDrawing/painting within lines/Set design/Using the enlargement projector | Reproducing + continuing patternsCreating Geometric patterns using polystyrene. Develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space. | Create sketchbooks to record their observations & use them to review & revisit ideas. Learn about great artists, architects & designers in history, & their influence on modern designs in textiles & decoration. Creating new patterns based on shapes – 1930’s influence in the UK. Exploring mark making /blending – looking at shading | Observational drawings/mark making on existing drawings of natural forms – leaves, berries, fruit, foliageOrganic drawings/paintingsRepeating pattern tiles-Islam-non-representational formsGiant pine cones, stones/seeds/leaves/berriesLarge abstract forms/objects | Include drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. Working as a team/group projects/paper mache /glue/varnish/health and safety equipment – overalls/face masks and goggles/cutting cardboard/making giant installations/adding texture/colour |
| **IMPLEMENTATION – WHAT AND HOW (SUGGESTED LESSONS)** |
| **Week 1**Art Sketchbooks**Week 2** Front covers**Week 3-4** Designing fish using ICT**Week 5:**  Observational drawings of shells**Week 6** Photo-realism – drawing objects that look real**Week 7:** Study fish shapes /patterns**Week 8:** Assessment | **Week 1-2** Suggested activities – see above.**Week 3-6** Set drawing inspired by theme. Set Design & using DIY skills**Week 7** Christmas decorations | **Week 1**Introduction/Slideshow – how do we create patterns? Patterns = made up of lines/shapes**Week 2:** Creating Geometric patterns using polystyrene**Week 3-4:**  Reproducing + continuing patterns – copy & colour**Week 5-6:** Heather Galler style patterns. Beatriz Milhazes patterns**Week 7:** Assessment | **Week 1 -2:** Clarice Cliffe pottery**Week 3:**  Textiles & wallpaper**Week 4:**  Repeating pattern tiles**Week 5:** Printed wallpaper designs using repeating patterns**Week 6** Geometric Tiles.**Week 7:** Easter Colouring Competition – or homework | **Week 1:** Introduction /Slideshow/Art Words**Week 2:** William Morris Tiles**Week 3:** Islamic style tiles**Week 4:**  Natural Forms**Week 5:** Painting skills**Week 6:** Assessment | **Week 1-3:**  Group projects/paper mache art and installations-Copying mark making and doodling for banners. Improve their mastery of art and design techniques**Week 4:** Following lines in paint**Week 5:** Flags & banners**Week 6:** Completing installations – fine line work and adding texture**Week 7:** SHINE festival |
| **INTENT** |

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| **KS3 Art & Design MEDIUM-TERM PLANNING (2022-2023)** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. design |
| **CYCLE 2** | **Artists, Influences and Key Skills in Art and Design:** Focus on giving young people the skills to use their current & new skills to create, make & use a wide range of art media in Art & Design Projects. Pupils will gain information from art history, crafts people, new and ancient art including different cultures, art periods, influences & major artists. Pupils will become confident in manipulating art tools & materials, becoming confident artists & crafts people. Pupils will learn art theories and learn the seven basic art elements that underpin their learning across all key stages and learnt to discuss artwork a linked to artists & creativity. The more-able students will work as independently as possible to follow instructions, develop their understanding of art theories & exercise their fine art skills. Less-able students will explore the course through a sensory approach. All students will be taught how to work safely & creatively within the art room/workshop, using all art media & pre-prepared equipment/resources. | **WAVES AND WEATHER IN ART** | **FACES, PORTRAITS AND MASKS** | **STILL LIFE SETS & SHINE** |
| **Autumn 1**7 weeks | **Autumn 2**7 weeks | **Spring 1**6 weeks | **Spring 2**6 weeks | **Summer 1**5 weeks | **Summer 2**7 weeks |
| **Impressionism** | **Set Design** | **Masks** | **Picasso** | **Giant Flowers** | **Shine Preparation** |
| Working in the style of an artist.Sponging/StipplingPointelism - SeuratPainting with alternative textures and art tools | Drawing the set. Working in the style of an artist | Looking at culture in art and masks made from different materials – collage/wood/clay Aboriginal masksMain Features | Picasso style Masks | Looking at Georgia O’Keeffe & the enormous flowers she produced | Working in mixed media on large 2D and 3D projects |
| **DIY skills** | **Clay Faces** | **Shine Banners** |
| Set Design, wallpapering, rollering, fine line painting | 2 weeks - working on clay masks, including features | Completing Shine Installations & Banners |
| **SUGGESTED ARTISTS** |
| Artists= Heather Brown/ Turner/Brendan Deacy/Hokusai/ | Adam Johnson – Heat Wave/David Hockney – ‘Splash’ | PrussianAboriginal3D Masks | Keith HaringPicasso  | Cezanne/Delaunay/Hockney- | Wallasy Kandinski circle influenced designs |
| **VOCABULARY | GRAMMAR** |
| Heather Brown Art – giant waves and contour linesEvaluate and analyse the creative works of artistsWAVES – hand pictures/wave paintings – sea/surf/sand/ heat wave picturesBlack & White lino cuts/polystyrene prints with colourful washes/Water colour paintingsExperiment with pastels/chalk | Waves & Water colour seascapesLooking at famous Japanese Wave-wood blocks. Become proficient in drawing, painting, sculpture and other art, craft and design techniques including lino cutting /creating polystyrene printing blocksDecorating skillsDrawing/painting within lines/Set design/Using the enlargement projector | Describing artworkAboriginal masks, Aboriginal Culture and influencesFaces/masks/face features eyes/nose/mouth/hair/earsTexture/DesignPaper mache masks showing expressions – happy, sad, surprise/ 3-D card masksProduce creative work, exploring their ideas and recording their experiences- creating a mask display. Cultures & how masks are made & look/Dot masks using cotton buds | Keith Haring style characters and facesStraw Prints/Clay Masks/paper spill masksPupil photo-cut up & positioned/use light boxPicasso faces front view/side view added to pageAfrican masks using a wide range of mediaUse a range of techniques to record observations in sketchbooks, journals & other media as a basis for exploring ideas | Using real objectsDrawing 2-D and 3-D shapes – turning them into real objects by adding detailed lines and shadingStill life sets/looking at spaces/Cezanne’s fruitEnlargements/shapesCurves/Acrylic paint/blending/tone/hueColours/adding whit to make hues/adding black to make tones/ | Working as a team/group Line drawings/tones & Hues/mark-making/hatchingCollaged shapes/mark making/doodling for bannersprojects/paper mache /glue/varnish/health and safety equipment – overalls/face masks & goggles/cutting cardboard/making giant installations/adding texture & colour |
| **IMPLEMENTATION – WHAT AND HOW (SUGGESTED LESSONS)** |
| **Week 1-2** – Giant waves and contour lines**Week 3** WAVES – hand pictures with oil pastel waves**Week 4** -Heat wave pictures**Week 5** Black/White linocuts**Week 6** Polystyrene prints with colourful washes**Week 7:**  pastels/chalk**Week 8:** Assessment | **Week 1-2** Suggested activities – see above.**Week 3-6** Set drawing inspired by theme. Set Design & using DIY skills**Week 7** Christmas decorations including decorations for the classroom | **Week 1**Introduction/Art words**Week 2:**  Dot masks - cotton buds**Week 3:**  Drawing Aboriginal masks**Week 4-5:** Creating 3D masks**Week 6:** Card Warrior Masks**Week 7:** Assessment | **Week 1 -2:** Keith Haring style faces**Week 3:** Portraits /paper spill masks**Week 4:** Splitting the face**Week 5:** Abstract faces - Picasso faces front view/side view added to page**Week 6:** Easter Colouring Competition | **Week 1:** Introduction /Slideshow/Art Words**Week 2:** Drawing**Week 3:**  Still life sets/looking at spaces**Week 4:**  Cezanne’s fruit**Week 5:** Painting skills**Week 6:** Assessment | **Week 1-3:**  Group projects/paper mache and installations**Week 4:** Banners**Week 5:** Flags**Week 6:** Completing installations – fine line work and adding texture**Week 7:** SHINE 2022! |
| **INTENT** |

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| **KS3 Art & Design MEDIUM-TERM PLANNING (2023-2024)** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. design |
| **CYCLE 3** | **Artists, Influences and Key Skills in Art and Design:** Focus on giving young people the skills to use their current & new skills to create, make & use a wide range of art media in Art & Design Projects. Pupils will gain information from art history, crafts people, new and ancient art including different cultures, art periods, influences & major artists. Pupils will become confident in manipulating art tools & materials, becoming confident artists & crafts people. Pupils will learn art theories and learn the seven basic art elements that underpin their learning across all key stages and learnt to discuss artwork a linked to artists & creativity. The more-able students will work as independently as possible to follow instructions, develop their understanding of art theories & exercise their fine art skills. Less-able students will explore the course through a sensory approach. All students will be taught how to work safely & creatively within the art room/workshop, using all art media & pre-prepared equipment/resources. | **IMPRESSIONISM AND SET DESIGN** | **EXPESSSIONISM AND PORTRAITS AND MASKS** | **FLOWERS AND SHINE** |
| **Autumn 1**7 weeks | **Autumn 2**7 weeks | **Spring 1**6 weeks | **Spring 2**6 weeks | **Summer 1**5 weeks | **Summer 2**7 weeks |
| **Impressionism** | **Set Design** | **Masks** | **Picasso** | **Giant Flowers** | **Shine Preparation** |
| Working in the style of an impressionist artist.Sponging/StipplingPointelismPainting with alternative textures and art tools | Drawing the set. Working in the style of an artist | Looking at culture in art and masks made from different materials – collage/wood/clayAfrican & Aboriginal masksMain Features | Picasso style Portraits | Looking at Georgia O’Keeffe & the enormous flowers she produced | Working in mixed media on large 2D and 3D projects |
| **DIY skills** | **Clay Faces** | **Shine Banners** |
| Set Design, wallpapering, rollering, fine line painting | 2 weeks - working on clay faces, including features | Completing Shine Installations & Banners |
| **SUGGESTED ARTISTS** |
| Vincent Van GoghMonet/Manet/Degas/CezanneTownscapes/city scapes/landscapes/sea scapes | Vincent Van GoghL.S. LowrySet Design – drawn out by key artists in Secondary | Johannes VameerDa Vinci/ArcimboldoAfrican Masks | Chuck ClosePicassoJaques Bisquate – French ArtistDamien Hirst – Blur Front Cover | Takashi MurakamiO’KeeffeDrawings of real flowers enlarged | Seurat CezannePaul GauginAndy Warhol |
| **VOCABULARY I GRAMMAR**  |
| Mark making/Starry Night Vincent Van Gogh swirls/spirals/movement with your hands/pale blue/sponge/yellow acrylic/water colour blocks/blue/green/black/brush strokes/flick you brush around | Mark making/Starry Night Vincent Van Gogh swirls/spirals/movement with your handsRollering/Decorating skillsDrawing/painting within lines/Set design/Using the enlargement projector | Describing artworkAfrican masks and African Culture and influencesFaces/masks/face features eyes/nose/mouth/hair/earsTexture/DesignCultures and how masks are made and look | Pablo Picasso Portraits/portraits/side view/front view/colours/splitting the face/drawing over an existing profile /Expressionism/Abstract Art influences/Black lines/using mixed media | Enlargements/Flowers/stems/petals/shapes/Curves/Acrylic paint/blending/tone/hueColours/adding whit to make hues/adding black to make tones/Taking photos of real flowers und using IT to make changes | Working as a team/group projects/paper mache /glue/varnish/health and safety equipment – overalls/face masks and goggles/cutting cardboard/making giant installations/adding texture colour, being expressive |
| **IMPLEMENTATION – WHAT AND HOW (SUGGESTED LESSONS)** |
| **Week 1**Art Sketchbooks – Vincent Van Gogh**Week 2 F**ront covers**Week 3 - 4:** Mark-making**Week 5:** Harvest at Le Crue**Week 6**Landscape Mountains**Week 7:** Harvest with Crows**Week 8:** Assessment | **Week 1** Sower at Sunset**Week 2:** Starry Night**Week 3:** Set and Props**Week 4:** Set and Props**Week 5:** Set and Props**Week 6:** Set and Props**Week 7:** Christmas Art | **Week 1** Introduction/Slideshow**Week 2:**  African masks**Week 3:**  Face features eyes/nose/mouth/hair/ears face features eyes /nose /mouth/hair/ears**Week 4-5:** Design a Mask - Texture/Design**Week 6:** Clay Masks**Week 7:** Assessment | **Week 1 -2:**  Side View Portraits**Week 3:**  Picasso Portraits**Week 4:** Chuck Close portraits**Week 5:** Clay faces – based on Blur front cover**Week 6:** Easter Colouring Competition | **Week 1:** Introduction /Slideshow/Art Words**Week 2:** Drawing real life flowers**Week 3:** Enlargements/ Flowers**Week 4:**  Flowers/ stems /petals /shapes/**Week 5:** Painting skills**Week 6:** Assessment | **Week 1-3:**  Group projects/paper mache flowers and installations**Week 4:** Banners**Week 5:** Flags**Week 6:** Completing installations – fine line work and adding texture**Week 7:** SHINE festival |
| **INTENT** |

**FUTURE CAREER AND ENTERPRISE OPPORTUNITIES**

* Working as an artist/designer
* Working as a YouTuber – sharing artwork/design work on social media
* Becoming an influencer on social media – videos of drawing/painting/collaging/upcycling/hobbies/projects with art and design materials
* Working in the Museum/Art History Sector
* Working in the Trade industry – painting, decorating, renovating
* Working in the DIY industry – renovating, designing, upcycling, fixing and using art and design tools
* Working in the retail world – selling art and design tools and materials
* Working in any Art & Design industry that uses sustainable materials for the future of our planet

**LINKS TO PROGRESSION DOCUMENT = BLUE**

**LINKS TO CULTURAL CAPITAL = GREEN**