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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 SCAPES  IMPRESSIONISM |
| **2** | SET DESIGN  DIY AND DECORATING SKILLS  PAINTING SKILLS | SET DESIGN  DIY AND DECORATING SKILLS  PAINTING SKILLS | SET DESIGN  DIY AND DECORATING SKILLS  PAINTING 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 artists  Painting 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 pottery Creating new patterns based on textiles & wallpaper/ | | Looking at observational drawings of natural forms – leaves, berries, fruit, foliage  Repeating pattern tiles-Islam-non-representational forms | | Working in mixed media on large 2D and 3D projects  Henry 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 Galler  Beatriz 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 shells  Improve their mastery of art and design techniques  Including 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 & charcoal  Reproducing + continuing patterns, repeating patterns on fish – scales/Study fish shapes/types  Rollering/Decorating skills  Drawing/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, foliage  Organic drawings/paintings  Repeating pattern tiles-Islam-non-representational forms  Giant pine cones, stones/seeds/leaves/berries  Large 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/Stippling  Pointelism - Seurat  Painting 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 masks  Main 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’ | | Prussian  Aboriginal  3D Masks | | Keith Haring  Picasso | | Cezanne/Delaunay/Hockney- | | Wallasy Kandinski circle influenced designs | |
| **VOCABULARY | GRAMMAR** | | | | | | | | | | |
| Heather Brown Art – giant waves and contour lines  Evaluate and analyse the creative works of artists  WAVES – hand pictures/wave paintings – sea/surf/sand/ heat wave pictures  Black & White lino cuts/polystyrene prints with colourful washes/Water colour paintings  Experiment with pastels/chalk | Waves & Water colour seascapes  Looking 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 blocks  Decorating skills  Drawing/painting within lines/Set design/Using the enlargement projector | | Describing artwork  Aboriginal masks, Aboriginal Culture and influences  Faces/masks/face features eyes/nose/mouth/hair/ears  Texture/Design  Paper mache masks showing expressions – happy, sad, surprise/ 3-D card masks  Produce 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 faces  Straw Prints/Clay Masks/paper spill masks  Pupil photo-cut up & positioned/use light box  Picasso faces front view/side view added to page  African masks using a wide range of media  Use a range of techniques to record observations in sketchbooks, journals & other media as a basis for exploring ideas | | Using real objects  Drawing 2-D and 3-D shapes – turning them into real objects by adding detailed lines and shading  Still life sets/looking at spaces/Cezanne’s fruit  Enlargements/shapes  Curves/Acrylic paint/blending/tone/hue  Colours/adding whit to make hues/adding black to make tones/ | | Working as a team/group Line drawings/tones & Hues/mark-making/hatching  Collaged shapes/mark making/doodling for banners  projects/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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| ***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/Stippling  Pointelism  Painting 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  African & Aboriginal masks  Main 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 Gogh  Monet/Manet/Degas/Cezanne  Townscapes/city scapes/landscapes/sea scapes | Vincent Van Gogh  L.S. Lowry  Set Design – drawn out by key artists in Secondary | | Johannes Vameer  Da Vinci/Arcimboldo  African Masks | | Chuck Close  Picasso  Jaques Bisquate – French Artist  Damien Hirst – Blur Front Cover | | Takashi MurakamiO’KeeffeDrawings of real flowers enlarged | | SeuratCezannePaul 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 hands  Rollering/Decorating skills  Drawing/painting within lines/Set design/Using the enlargement projector | | Describing artwork  African masks and African Culture and influences  Faces/masks/face features eyes/nose/mouth/hair/ears  Texture/Design  Cultures 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/hue  Colours/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**