



KS3- Year 10 Long Term Mapping

Expressive Arts - Art

Subject Intent/ Aims: Many artists, craftspeople and designers are inspired by pattern both natural or man-made. Escher created a number of drawings and paintings looking at the tessellation of animals, people and objects. Batik artist Jo Whiteman, Robin Paris and Rosie Robinson use patterns within their work. During this unit students will also add their own artists that have been inspired by their work as it develops.

Students will be encouraged to use a range of media, providing students with the opportunity to produce creative works when recording their ideas working towards their final pieces. Final pieces will include an A5 painting, a series of digital prints and a clay pot.

Students' knowledge and understanding will be revisited at the start of each lesson during the RRR questioning. **Retrieve, Revisit and Recall.** To ensure knowledge 'sticks.'

AQA Art, craft and Design. Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study.

Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.

Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.

Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions.

Students must learn how sources inspire the development of ideas. For example, drawing on:

The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures

contemporary and/or historical environments, situations or issues

other relevant sources researched by the student in the chosen qualification title and area(s) of study

the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:

Colour, line, form, shape, tone and texture.

The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

Component 1: Portfolio + What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. How it's assessed • No time limit • 96 marks • 60% of GCSE Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment What's assessed Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. How it's assessed • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place June.

ADVENT- Key Concepts:

LENT- Key Concepts:

PENTECOST- Key Concepts:



Mind Map- What is pattern Collage- Natural and manmade A5 painting Observational drawing x2 Painting evaluation		Digital art- Repeated patterns Escher research Pattern in cultures Observational drawing x2		Repeated pattern Mocks Observational drawing x2 Clay pot design Experimentation/Clay pot	
<u>AQA Coverage:</u>		<u>AQA Coverage:</u>		<u>AQA Coverage:</u>	
Each student must select and present a portfolio representative of their course of study. The portfolio must include both: 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.		Each student must select and present a portfolio representative of their course of study. The portfolio must include both: 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.		Each student must select and present a portfolio representative of their course of study. The portfolio must include both: 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.	
<u>Components (Key Content):</u>		<u>HO Knowledge:</u>		<u>Components (Key Content/ Knowledge)</u>	



<u>Advent 1</u>		<u>Lent 1</u>	<u>Pentecost 1</u>
<p>To understand how to create a mind map that links to the theme of pattern.</p> <p>To understand how to develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>To have the knowledge and understanding to be able to select appropriate materials, processes and techniques.</p> <p>To understand how to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>To understand how to develop drawing skills when recording visual information.</p> <p>To understand how to record ideas, observations and</p>	<p>An exceptional ability to demonstrate a clear understanding when effectively develop ideas through creative and purposeful investigations.</p> <p>An exceptional understand of how to engage with and demonstrate critical understanding of sources.</p> <p>An exceptional understanding and ability to thoughtfully refine ideas with discrimination.</p> <p>An exceptional ability and understanding to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>To understand how to create digital art (6 images)- To understand how to create a repeated pattern- Refine work by exploring ideas, selecting and experimenting with</p> <p>To understand how to use appropriate media, materials, techniques and processes.</p> <p>To understanding the work of the great artist Escher. To understand how to create a research page- Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p>To understand how to present a personal and meaningful response.</p> <p>A response that realises intentions and demonstrates understanding of visual language.</p> <p>To demonstrate an understanding of observational drawing- To develop drawing skills when recording visual information.</p>





insights relevant to intentions as work progresses.			
<u>Advent 2</u>		<u>Lent 2</u>	<u>Pentecost 2</u>
<p>To understand how to create an A5 painting- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>To understand how to evaluate a painting, demonstrating critical understanding of sources.</p>	<p>An exceptional understanding and ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>An exceptional understanding and ability to demonstrate understanding of visual language.</p> <p>An exceptional understanding and ability to skillfully and rigorously record ideas, observations and insights through drawing and</p>	<p>To understand how pattern is used in different cultures-</p> <p>To understand how to develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>To build knowledge and understanding of observational drawings- To develop drawing skills when recording visual information.</p>	<p>To understand how to create a Clay pot design- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>To understand how to experiment and construct a Clay pot- To have the knowledge to be able to select appropriate materials, processes and techniques.</p>





	annotation, and any other appropriate means relevant to intentions, as work progresses.		
Generic Composite Skills:	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Composite Skills:</u>
<p>To continue to develop drawing and painting skills.</p> <ul style="list-style-type: none"> Painting techniques explored using a range of methods Explores mark-making techniques when painting. Develops ideas based on a collage. Skills when using a viewfinder. <p>To develop observational skills when recording visual language.</p>	<p>To demonstrate highly developed observational drawing skills.</p> <p>To have a clear understanding of artists that link to their own work.</p> <p>To demonstrate 3D making skills at a high level.</p> <p>To demonstrate well planned digital work that links to the theme.</p> <p>To show highly developed research skills when presenting ideas.</p>	<p>Photography: Experimental work-digital</p> <p>Escher- To develop research and investigation skills.</p> <p>To create work in the style of an artist.</p> <p>Skills to support the development of ideas through investigations, demonstrating critical understanding of sources.</p> <p>Observational drawing- Drawing skills when recording visual information.</p>	<p>Pattern research page- To develop research and investigation skills.</p> <p>To have the skills to create work in the style of an artist that uses pattern in their art.</p> <p>Skills to support the development of ideas through investigations, demonstrating critical understanding of sources.</p> <p>Observational drawing- Drawing skills when recording visual information.</p> <p>3D making skills- Within the context of three-dimensional design, students must demonstrate the ability to:</p> <ul style="list-style-type: none"> use three-dimensional techniques and processes, appropriate to students' personal intentions, for example: model making



<p>To understand the formal elements in art.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p> <p>To develop research and investigation skills.</p>			<ul style="list-style-type: none"> • constructing • surface treatment • assembling • modelling
<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>
<p>Inspire and challenge pupils</p> <p>Knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <p>Think critically and develop a more rigorous understanding of art and design.</p> <p>To form links between artists and their own work as work develops.</p>	<p>Inspire and challenge pupils</p> <p>Knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <p>Think critically and develop a more rigorous understanding of art and design.</p> <p>To form links between artists and their own work as work develops.</p>	<p>Inspire and challenge pupils</p> <p>Knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <p>Think critically and develop a more rigorous understanding of art and design.</p> <p>To form links between artists and their own work as work develops.</p>	
<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>



Term Dates	Sept/Oct	Nov/Dec	Term Dates	Jan/Feb	Feb/Mar/Apr	Term Dates	Apr/May	June/July
Curriculum content (Ongoing formative assessments. WWW EBI)	Week starting 23-9-24 Week starting 21-10-24	Week starting 18-11-24 Week starting 16-12-24	Curriculum content (Ongoing formative assessments)	Week starting 13-1-25 Week starting 10-2-25	Week starting 3-3-25 Week starting 31-3-25	Curriculum content (Ongoing formative assessments)	Week starting 28-4-25 Week starting 12-5-25	Week starting 16-6-25 Week starting 14-7-25
Assessment (Summative assessment. Synoptic Quiz)	Week starting 14-10-24	Week starting 25-11-24	Assessment (Summative assessment. Synoptic Quiz)	Week starting 20-1-25	Week starting 10-3-25	Assessment (Summative assessment. Synoptic Quiz)	Week starting 5-5-25	Week starting 30-6-25 (End of year assessment)
Feedback	Week starting 14-10-24	Week starting 9-12-24	Feedback	Week starting 3-2-25	Week starting 24-3-25	Feedback	Week starting 19-5-25	Week starting 7-7-25
RRR- All questions will link to previous learning. Self-assessment each lesson 10 question knowledge quiz- Escher facts. Pattern facts. Peer assessment at the end of half term Keyword Vocabulary- Annotations. Feedback. Artist research sheets End of theme Assessment- Observational drawing. Keys. Star fish. Teacher Assessment			RRR- All questions will link to previous learning. Self-assessment. 10 question knowledge quiz- What makes a good composition. Peer assessment at the end of half term Keyword Vocabulary- Keywords games. Research pages. End of theme Assessment- Observational drawing. Keys. Star fish. Teacher Assessment Mock- Observational drawing of a sheep skull or kettle.			RRR- All questions will link to previous learning. Self-assessment. 10 question knowledge quiz- Clay making facts Keyword Vocabulary- Keywords games. Research pages. Peer assessment at the end of half term End of theme Assessment- Observational drawing. Seed pod. Wine bottle. Teacher Assessment		
Key Terms:		Key Vocabulary:	Key Terms:		Key Vocabulary:	Key Terms:		Key Vocabulary:



Observational drawing	Pattern	Observational drawing	Preparation	Observational drawing	Measure
Formal elements	Layout	Formal elements	Consistent	Formal elements	Consider
Mark Making	Design	Mark Making	Standard	Mark Making	View point
Drawing	Observational drawing	Drawing	Developed	Drawing	Reflect
Painting	Experimentation	Painting	Realistic	Painting	Indicate
Form	Annotation	Form	Accurate	Form	Display
Line	Research	Line	Precise	Line	Assessment
Texture	Detail	Texture	Pattern	Texture	Evaluate
Layout	Opinions	Layout	Design	Layout	Present
Composition	Thoughts	Composition	Observational drawing	Composition	Style
Realistic	Beliefs	Realistic	Experimentation	Realistic	Pattern
Criteria	Ceramic	Criteria	Annotation	Criteria	Design
Pattern	Presentation	Pattern	Ceramic	Pattern	Observational drawing
Repetition	Three-dimensional	Repetition	Presentation	Repetition	Experimentation
Configuration	Design	Configuration	Three-dimensional	Configuration	Annotation
Sketch	Sculpting	Sketch	design	Sketch	Ceramic
Illustrating	Artist research	Illustrating	Sculpting	Illustrating	Presentation
Describing	Judgments	Describing	Artist research	Describing	Three-dimensional
	Views		Evaluate		design
	Arrangement		Assess		Sculpting
	Display		Targets		Artist research
	Planning				
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	



<p>Literacy: Art terminology. Artist information. Annotations. Evaluations. Targets. Assessments.</p> <p>Numeracy: Scaling up grid. Perspective. Viewpoint.</p> <p>PSHE: Opinions. Thoughts. Feelings. Judgements. Ideas.</p> <p>History: Art movements. Artists</p>	<p>Literacy: Art terminology. Artist information. Annotations. Evaluations. Targets. Assessments.</p> <p>Numeracy: Scaling up grid. Perspective. Viewpoint.</p> <p>PSHE: Opinions. Thoughts. Feelings. Judgements. Ideas.</p> <p>History: Art movements. Artists</p>	<p>Literacy: Art terminology. Artist information. Annotations. Evaluations. Targets. Assessments.</p> <p>Numeracy: Scaling up grid. Perspective. Viewpoint.</p> <p>PSHE: Opinions. Thoughts. Feelings. Judgements. Ideas.</p> <p>History: Art movements. Artists</p>
<p><u>SMSC/ BV/ RSHE:</u></p>	<p><u>SMSC/ BV/ RSHE:</u></p>	<p><u>SMSC/ BV/ RSHE:</u></p>
<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p> <p>MORAL</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p> <p>MORAL</p> <p>Clear high expectations are given ever lesson to students</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p> <p>MORAL</p>





<p>Clear high expectations are given ever lesson to students so they understand the difference between right and wrong.</p> <p>SPIRITUAL</p> <p>All students work is shared with the class group at some point to build confidence and develop group identity. Students work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>so they understand the difference between right and wrong.</p> <p>SPIRITUAL</p> <p>All students work is shared with the class group at some point to build confidence and develop group identity. Students work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>Clear high expectations are given ever lesson to students so they understand the difference between right and wrong.</p> <p>SPIRITUAL</p> <p>All students work is shared with the class group at some point to build confidence and develop group identity. Students work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>
Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments 	<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments 	<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments



- Homework adapted
- The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.

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Adaptive Implementation Practices

Practices used during each unit of work

Differentiated Instruction:
Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments.

Scaffolded Instruction: Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material.

Formative Assessment: Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback.

Pace:
Time given to students to organise equipment and resources at their own pace.



St Philip Howard Catholic Voluntary Academy

Department Planning 2024-25



**St Ralph
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