



KS3- Year 11 Long Term Mapping

Expressive Arts – Art

Subject Intent/ Aims:

Artists, craftspeople and designers are sometimes inspired by written sources. Narrative artist Sarah Fishburn creates mixed-media graphic illustration combining image and quotation whilst Imants Tillers uses words and images to tell the story of Australian history. Textile artist Val Jackson makes garments embroidered with stories from her childhood and youth. Sculptor Jaume Plensa is inspired by literature.

Final piece- Text in art painting.

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 2- External exam will start HT3.



<u>ADVENT- Key Concepts:</u>	<u>LENT- Key Concepts:</u>	<u>PENTECOST- Key Concepts:</u>
Mind Map- Test in Art Artist research that links to the theme. Development of ideas that link to the theme. Start- Final painting	Final painting Feb- External assessment 40% Sketchbook development work	External assessment 40% 10-hour exam
<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.





AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.		AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.		AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	
<u>Components (Key Content):</u>		<u>HO Knowledge:</u>		<u>Components (Key Content/ Knowledge)</u>	
<u>Advent 1</u>				<u>Lent 1</u>	
To understand how to create a mind map that demonstrates a clear understanding of the theme. To understand how to develop ideas through investigations,		To demonstrate clear knowledge and highly developed understanding of the theme.		Continued. Final painting. To understand how to apply knowledge learnt about painting, to final piece. External exam. Feb Preparation sketchbook that links to exam questions.	
				External exam. Component 2	



<p>demonstrating critical understanding of sources.</p> <p>To understand how to present research information about an artist.</p> <p>To understand how to present research in an interesting way.</p> <p>To understand how to describe, evaluate and add an opinion about the work of others.</p>	<p>To effectively develop ideas through investigations that demonstrate a highly developed understanding of source.</p> <p>To present research using a range of presentation skills when recording artist information.</p> <p>To evaluate in detail the work of others and be able to analyse own work as it develops.</p>		
<u>Advent 2</u>		<u>Lent 2</u>	<u>Pentecost 2</u>
To understand how to create a final painting that links to the	To understand how to successfully	External exam. Feb Preparation sketchbook that links to exam question.	





<p>theme.</p> <p>To understand how to select appropriate media when creating a final piece.</p> <p>To understand how to work to a time frame and brief to ensure work is completed.</p>	<p>create a final painting that demonstrates a highly developed understanding of the theme.</p> <p>To understand the qualities of a range of materials. Be able to select them for a final piece.</p>		
<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Composite Skills:</u>
<p>To develop skills through investigations informed by selecting and critically analysing sources.</p> <p>To develop skills when applying an understanding to relevant practices in the creative and cultural industries to their work.</p> <p>To refine skills when developing their ideas as</p>	<p>To use highly developed skills when using visual language appropriately.</p> <p>To create a highly developed final piece that demonstrate a clear understanding of the theme.</p> <p>To use a range of drawing</p>	<p>To develop skills when applying an understanding to relevant practices in the creative and cultural industries to their work when researching artists.</p> <p>To refine skills when developing their ideas as work progresses through experimenting with media, materials, techniques, and processes.</p> <p>To develop skills when using visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:</p>	External exam. Component 2





<p>work progresses through experimenting with media, materials, techniques, and processes.</p> <p>To develop skills when recording their ideas, observations, insights, and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</p> <p>To develop skills when using visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:</p> <p>media</p> <p>materials</p> <p>techniques</p> <p>processes</p> <p>technologies</p>	<p>and painting skills when recording observations and insights independently.</p> <p>To skillfully apply drawing skills for different needs and purposes, appropriate to context.</p> <p>To competently use recording skills when realising personal intentions through sustained application of the creative process.</p>	<p>media</p> <p>materials</p> <p>techniques</p> <p>processes</p> <p>technologies</p> <p>To develop skills when creating a final piece that demonstrates their knowledge and understanding of a final piece.</p>	
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<p>To refine drawing skills for different needs and purposes, appropriate to context.</p> <p>To develop skills when realising personal intentions through sustained application of the creative process.</p>			
<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>	<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>





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Department Planning 2024-

Term Dates	Sept/Oct	Nov/Dec	Term Dates	Jan/Feb	Feb/Mar/Apr	Term Dates	Apr/May	
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	
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	
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	
RRR- All questions will link to previous learning. Self-assessment. 10 question knowledge quiz- Artist facts. ‘Text in Art’ facts. Peer Assessment end of half term End of theme Assessment- Observational drawing. Flowers. Fruit. Teacher Assessment			RRR- All questions will link to previous learning. Self-assessment Talking about art. Peer assessment start of half term. End of theme Assessment- Observational drawing. Teacher Assessment Mock- Observational drawing of still life objects. Teacher Assessment			Component 2. External exam. Teacher Assessment		
Key Terms:		Key Vocabulary:	Key Terms:		Key Vocabulary:	Key Terms:		Key Vocabulary:
Visual elements Composition Arranged Foreground, middle and background. Layout Formal elements Tone Line Texture		Text in Art Layout Design Observational drawing Experimentation Annotation Research Detail	Visual elements Composition Arranged Foreground, middle and background. Layout Formal elements Tone Line Texture		Examination Time management Preparation Consistent Standard Developed Realistic Accurate	Visual elements Composition Arranged Foreground, middle and background. Layout Formal elements Tone Line Texture		Quantity Measure Consider Viewpoint Reflect Indicate Display Assessment



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Text	Opinions	Text	Precise	Text	Evaluate
Font	Thoughts	Font	Pattern	Font	Present
Consistent	Beliefs	Consistent	Design	Consistent	Style
Create	Presentation	Create	Observational drawing	Create	Pattern
Represent	Design	Represent	Experimentation	Represent	Design
Style	Artist research	Style	Annotation	Style	Observational drawing
Artist's style	Judgments	Artist's style	Ceramic	Artist's style	Experimentation
Interpretation	Views	Interpretation	Presentation	Interpretation	Annotation
Visual information	Arrangement	Visual information	Three-dimensional	Visual information	Ceramic
	Display		design		Presentation
	Planning		Sculpting		Three-dimensional
	Researching		Artist research		design
	Investigations		Evaluate		Sculpting
	Inquiry		Assess		Artist research
			Targets		
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	
Literacy: Art terminology. Artist information. Annotations. Evaluations. Targets. Assessments. Numeracy: Scaling up grid. Perspective. Viewpoint. PSHE: Opinions. Thoughts. Feelings. Judgements. Ideas. History: Art movements. Artists		Literacy: Art terminology. Artist information. Annotations. Evaluations. Targets. Assessments. Numeracy: Scaling up grid. Perspective. Viewpoint. PSHE: Opinions. Thoughts. Feelings. Judgements. Ideas. History: Art movements. Artists		Literacy: Art terminology. Artist information. Annotations. Evaluations. Targets. Assessments. Numeracy: Scaling up grid. Perspective. Viewpoint. PSHE: Opinions. Thoughts. Feelings. Judgements. Ideas. History: Art movements. Artists	



<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<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 various ways, justifying their views.</p> <p>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 every lesson to students so they understand the difference between right and wrong.</p> <p>SPIRITUAL</p> <p>All student's 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</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 various ways, justifying their views.</p> <p>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 every 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</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others' viewpoints that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in various ways, justifying their views.</p> <p>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 every 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</p>



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<p>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>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>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 • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. 	<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. 	<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.
<p>Adaptive Implementation Practices</p> <p>Practices used during each unit of work</p>		



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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.
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