



**KS3- Year 8 Long Term Mapping**  
**Expressive Arts - Art**

**Subject Intent/ Aims:**

Students Continue to build their knowledge of the formal elements and artists as they continue their journey in year 8. Themes covered will reinforce skills and knowledge taught in year 7 and will prepare students for year 9.

Landscape drawings and paintings will give students the opportunity to create work that links to their own environment, followed by observational drawings that will teach students how to develop their drawing skills. A range of media will be used giving students the opportunity to produce creative works when recording visual language.

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.’

National curriculum aims will be followed to support skill building during the year 8 course. Aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft, and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

<b><u>ADVENT- Key Concepts:</u></b>	<b><u>LENT- Key Concepts:</u></b>	<b><u>PENTECOST- Key Concepts:</u></b>
Landscapes of our local environment using a range of media. Mark making. Ink/paint/coloured pencil Landscapes artists (Lowry, Hockney, Van Gogh)	Observational drawing- Natural forms. One/two-point perspective Developing work using a range of media.	Continued. Observational drawing- Man-made objects. Using a range of media to create artwork from original observational drawings. Animals in Art. Looking at artists that create art work about animals.



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			How to create a design idea 3D Clay making skills and techniques.
<b><u>National Curriculum Coverage:</u></b>		<b><u>National Curriculum Coverage:</u></b>	
<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>		<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	
<b><u>Components (Key Content):</u></b>	<b><u>HO Knowledge:</u></b>	<b><u>Components (Key Content/ Knowledge)</u></b>	<b><u>Components (Key Content/ Knowledge)</u></b>
<b><u>Advent 1</u></b>		<b><u>Lent 1</u></b>	<b><u>Pentecost 1</u></b>
The importance of painting and drawing within the visual arts, bringing in mark making techniques.	To know how to use a range of mark making techniques competently.	The importance of drawing within the visual arts, bringing in elements such as colour, line and tone.	<b>Continued-</b> The importance of drawing within the visual arts, bringing in elements such as colour, line and tone.  To have the knowledge to be able to select appropriate pencils when blending shades and tones.



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<p>To have the knowledge to be able to select appropriate equipment when working with a range of painting media.</p> <p>To select images that link to our local environment.</p> <p>Connections to the formal elements- Colour, texture, Line and Media.</p> <p>Subject specific vocabulary.</p> <p>Produce creative work, exploring material, techniques and processes.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>	<p><b>To proficiently use a range of media appropriately.</b></p> <p><b>To effectively know how to create a selection of images that link to our local environment.</b></p> <p><b>To understand the formal elements- Colour, texture, Line and Media.</b></p> <p><b>To use subject specific vocabulary when answering questions.</b></p> <p><b>To develop drawing and painting skills inspired by our local environment.</b></p> <p><b>To develop painting techniques when using a range of painting media and brushes.</b></p> <p><b>Make connections between the formal elements.</b></p>	<p>To have the knowledge to be able to select appropriate media when creating their artwork.</p> <p>Connections to the formal elements.</p> <p>To present a series of drawings demonstrating visual information taken from <b>natural forms.</b></p> <p>Subject specific vocabulary.</p> <p>To challenge drawing skills when drawing from natural forms.</p> <p>To challenge drawing skills when experimenting with media.</p> <p>Produce outcomes that are realistic and representative.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>	<p>Connections to the formal elements.</p> <p>To present a series of drawings demonstrating visual information taken from <b>Man-made objects.</b></p> <p>Subject specific vocabulary.</p> <p>To challenge drawing skills when drawing from Man-made objects.</p> <p>To challenge drawing skills when experimenting with media.</p> <p>Make connections and know some of the formal elements.</p> <p>Produce outcomes that are realistic and representative.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>
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	<p>Produce creative work, exploring material, techniques and processes.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>		
<b><u>Advent 2</u></b>		<b><u>Lent 2</u></b>	<b><u>Pentecost 2</u></b>
<p>Know about great artists and understanding the historical developments within their work.</p> <p>Produce outcomes using a range of drawing media when mark making.</p> <p>Connections to the formal elements – Line, Tone, Colour and Texture.</p> <p>Present research through investigations</p>	<p>Know about great artists and understanding the historical developments within their work.</p> <p>Produce outcomes using a range of drawing media when mark making.</p> <p>Connections to the formal elements – Line, Tone, Colour and Texture.</p> <p>Present research through investigations demonstrating critical understanding.</p>	<p>The importance of drawing within the visual arts, bringing in elements such as colour, line and tone.</p> <p>To have the knowledge to be able to select appropriate pencils when blending shades and tones.</p> <p>Connections to the formal elements.</p> <p>To present a series of drawings demonstrating visual information taken from Man-made objects.</p> <p>Subject specific vocabulary.</p>	<p>The ability to select appropriate media when creating work in the style of an artist.</p> <p>To have the knowledge to be able to select appropriate equipment needed.</p> <p>To develop a drawing into 3D work.</p> <p>Connections to the formal elements- Colour, Form, Line and Media.</p> <p>To present a series of outcomes demonstrating proficiency when handling different materials.</p> <p>Subject specific vocabulary.</p>



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<p>demonstrating critical understanding.</p> <p>To create work inspired by the style of the artists.</p> <p>Subject specific vocabulary.</p> <p>To develop research and investigation skills when analysing historical art movements.</p> <p>To develop mark making skills when using a range of drawing media for example ink.</p> <p>To understand the formal elements.</p> <p>To create an image inspired by an artist.</p> <p>To use subject specific vocabulary when communicating ideas</p>	<p>To create work inspired by the style of the artists.</p> <p>Subject specific vocabulary.</p> <p>To develop research and investigation skills when analysing historical art movements.</p> <p>To develop mark making skills when using a range of drawing media for example ink.</p> <p>To understand the formal elements.</p> <p>To create an image inspired by an artist.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>	<p>To challenge drawing skills when drawing from Man-made objects.</p> <p>To challenge drawing skills when experimenting with media.</p> <p>Make connections and know some of the formal elements.</p> <p>Produce outcomes that are realistic and representative.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>	<p>To challenge drawing and painting skills when creating work inspired by an artist.</p> <p>Independently select appropriate paint media and brushes.</p> <p>To create a sculpture using clay; applying slip for joining and indenting the clay to produce surface textures and patterns.</p> <p>Make connections between the formal elements.</p> <p>Produce creative work, exploring material, techniques and processes.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>
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written or verbal.			
<b>Generic Composite Skills:</b>	<b><u>HO Composites:</u></b>	<b><u>Composite Skills:</u></b>	<b><u>Composite Skills:</u></b>
<p>To develop drawing and painting skills.</p> <ul style="list-style-type: none"> <li>• <i>Painting techniques explored using a range of methods</i></li> <li>• <i>Explores mark-making techniques when painting.</i></li> <li>• <i>Develops ideas based on an artist style.</i></li> </ul> <p>To develop drawing skills using a range of media.</p> <p>To understanding the importance of looking at the work of other great artists.</p>	<p><i>To use a range of drawing and painting skills.</i></p> <ul style="list-style-type: none"> <li>• <i>Painting techniques explored using a range of methods</i></li> <li>• <i>Explores mark-making techniques when painting.</i></li> <li>• <i>Develops ideas based on an artist style.</i></li> </ul> <p><i>To reline drawing skills using a range of media.</i></p> <p><i>To independently form ideas to other artists as work progresses.</i></p> <p><i>To create an image inspired by an artist.</i></p>	<p>To develop drawing and painting skills when recording visual information.</p> <p>To develop drawing skills when using different mediums.</p> <p>Make connections between the formal elements.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>	<p>To develop research and investigation skills when analysing the work of others.</p> <p>To develop drawing skills using a range of media.</p> <p>To understand the formal elements.</p> <p>To create an image inspired by an artist.</p> <p>To develop drawing skills inspired by an artist’s style.</p> <p>To develop drawing skills when using a range of drawing media.</p> <p>Make connections between the formal elements.</p> <p>Produce creative work, exploring material, techniques and processes. (Clay)</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>



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<p>To create an image inspired by an artist.</p> <p>To develop drawing skills inspired by an artist's style.</p> <p>To develop drawing skills when using a range of drawing media.</p> <p>To understand 'Line' is one of the formal elements in art.</p> <p>To develop drawing skills when creating an outcome.</p>	<p>To develop drawing skills inspired by an artist's style.</p> <p>To understand 'Line' is one of the formal elements in art.</p> <p>To use subject specific vocabulary independently when communicating ideas written or verbal. To develop research and investigation skills. To understand how an idea can be conveyed or interpreted by an artist. Evaluate and analyse creative works using the language of art, craft and design. To develop drawing skills when creating an outcome.</p>		
<p><b><u>Final composition/ Deliberate Practice:</u></b></p>	<p><b><u>Final composition/ Deliberate Practice:</u></b></p>	<p><b><u>Final composition/ Deliberate Practice</u></b></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>Inspire and challenge pupils</p> <p>Knowledge and skills to experiment, invent and create their own works of art, craft and design.</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>	



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Think critically and develop a more rigorous understanding of art and design.  To form links to artists' works, that link to the theme.			Think critically and develop a more rigorous understanding of art and design.  To form links to artists' works, that link to the theme.			Think critically and develop a more rigorous understanding of art and design.  To form links to artists' works, that link to the theme.		
<b>Assessment/s (Formative and Summative):</b>			<b>Assessment/s (Formative and Summative):</b>			<b>Assessment/s (Formative and Summative):</b>		
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
<p>RRR- Questions will link to the formal elements. Mark making.</p> <p>Painting skills. Landscape artists. All questions will link to previous learning. <b>Self-assessment at the start of the lesson.</b></p> <p>10 question knowledge quiz- Mark making techniques.</p> <p>Understanding painting skills. <b>Peer assessment at the end of term one.</b></p> <p>Keyword Vocabulary- Keywords games at the end of the lesson.</p> <p>Spelling tests. <b>Every second lesson.</b></p>			<p>RRR- Knowledge of drawing skills. Formal elements. Revisit colour theory from year 7. <b>Self-assessment at the start of the lesson.</b></p> <p>10 question knowledge quiz- What makes a 'successful' observational drawing. <b>Peer assessment at the end of half term.</b></p> <p>Keyword Vocabulary- Spelling test. Re-calling</p>			<p>RRR- Questions that link to previous learning. <b>Self-assessment at the start of the lesson.</b></p> <p>10 question knowledge quiz- Formal elements. Drawing skills. <b>Peer assessment at the end of half term.</b></p> <p>Keyword Vocabulary- QA session game. <b>Every second lesson.</b></p>		



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<p>End of theme Assessment- Drawing in the style of the artist David Hockney. (landscape) <b>Teacher assessment. DIRT</b></p>		<p>games. <b>Every second lesson</b> End of theme Assessment- Observational drawing. <b>Teacher assessment. DIRT</b></p>		<p>End of theme Assessment- observational drawing skills and 3D skills. <b>Teacher assessment</b> End of year Assessment- Colour theory, Hundertwasser, formal elements and keywords. Y8. Landscape artists. Observational understanding and keywords. <b>Teacher assessment. Targets reviewed.</b></p>	
<u><b>Key Terms:</b></u>	<u><b>Key Vocabulary:</b></u>	<u><b>Key Terms:</b></u>	<u><b>Key Vocabulary:</b></u>	<u><b>Key Terms:</b></u>	<u><b>Key Vocabulary:</b></u>





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Formal elements	LANDSCAPE	Fine Art	OBSERVATIONAL DRAWING	Harmony	OBSERVATIONAL DRAWING
Line	WATER COLOURS	Medium	LINE	Composition	LINE
Tone	BLENDING	Formal Elements	DETAIL	Formal Elements	DETAIL
Form	PERSPECTIVE	Observational drawing	MARK MAKING	Observational drawing	MARK MAKING
Design	TONE	Visual language	SURFACE TEXTURE	Visual language	SURFACE TEXTURE
Texture	COMPOSITION	Formal elements	VISUAL INFORMATION	Formal elements	VISUAL INFORMATION
Formal Elements	COLOUR MIXING	Line	MEDIUM	Line	MEDIUM
Observational drawing	MARK MAKING	Tone	REALISTIC	Tone	REALISTIC
Visual language	REALISTIC	Form	TONE	Form	TONE
3D	TEXTURE	Design	PERSPECTIVE	Design	PERSPECTIVE
Mark making	ACCURATE	Texture	SCALE	Texture	SCALE
Perspective	NATURAL	3D	STROKE	3D	TECHNIQUES
Purpose	PRACISE	Mark making	CONTOUR	Mark making	PROCESS
Realistic	DETAIL	Perspective	FORM	Perspective	3D OBJECT
Convincing	FORGROUND	Purpose	RELIEF	Purpose	MAKING SKILLS
Natural	MIDDLEGROUND	Realistic	SHAPE	Realistic	VIEW POINT
Accurate	BACKGROUND	Convincing	INFLUENCE	Convincing	EVALUATION
		Natural	EFFECT	Natural	ASSESSMENT
		Accurate	IMPACT	Accurate	
			RESULT		
			APPEARANCE		
<b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b>		<b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b>		<b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b>	



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<p><b>Literacy:</b> Art terminology.</p> <p><b>Numeracy:</b> Shape, fractions, quantities, measuring.</p> <p><b>Geography:</b> Our local environment</p>	<p><b>Literacy:</b> Art terminology.</p> <p><b>Numeracy:</b> Shape, fractions, quantities, measuring.</p>	<p><b>Literacy:</b> Art terminology.</p> <p><b>Numeracy:</b> Shape, fractions, quantities, measuring.</p>
<p><b><u>SMSC/ BV/ RSHE:</u></b></p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></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.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p><b>SOCIAL</b></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><b>MORAL</b></p> <p>Clear high expectations are given ever lesson to students so they understand the difference between right and wrong.</p> <p><b>SPIRITUAL</b></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.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p><b>SOCIAL</b></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</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.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p><b>SOCIAL</b></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><b>MORAL</b></p> <p>Clear high expectations are given ever lesson to students</p>



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<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><b>CULTURAL</b></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><b>BRITISH VALUES</b></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>express these in an appropriate manner.</p> <p><b>MORAL</b></p> <p>Clear high expectations are given ever lesson to students so they understand the difference between right and wrong.</p> <p><b>SPIRITUAL</b></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><b>CULTURAL</b></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><b>BRITISH VALUES</b></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><b>SPIRITUAL</b></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><b>CULTURAL</b></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><b>BRITISH VALUES</b></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><b>Adaptive Curriculum Content</b></p>	<p><b>Adaptive Curriculum Content</b></p>	<p><b>Adaptive Curriculum Content</b></p>



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<ul style="list-style-type: none"> <li>• Clear instructions on PowerPoint</li> <li>• Adapted handouts</li> <li>• Demo of practical tasks</li> <li>• Extra time given during RRR and mid-term assessments</li> <li>• Homework adapted</li> <li>• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear instructions on PowerPoint</li> <li>• Adapted handouts</li> <li>• Demo of practical tasks</li> <li>• Extra time given during RRR and mid-term assessments</li> <li>• Homework adapted</li> <li>• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear instructions on PowerPoint</li> <li>• Adapted handouts</li> <li>• Demo of practical tasks</li> <li>• Extra time given during RRR and mid-term assessments</li> <li>• Homework adapted</li> <li>• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.</li> </ul>	
<b>Adaptive Implementation Practices</b> <i>Practices used during each unit of work</i>			
<p><b>Differentiated Instruction:</b> Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments.</p>	<p><b>Scaffolded Instruction:</b> Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material.</p>	<p><b>Formative Assessment:</b> Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback.</p>	<p><b>Pace:</b> Time given to students to organise equipment and resources at their own pace.</p>



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**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY