



### KS3- Year 9 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 9. Themes covered will reinforce skills and knowledge taught in year 7 and in year 8 preparing students for their GCSE's in art.

Artist research is an important area within art, demonstrating student's critical understanding of artists and the history of art that link to the given theme. Current artists such as Sarah Graham, Banksy and Barry Flanagan are some of the artists students are encouraged to research and investigate. Along with more traditional artists such as Paul Cézanne.

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.

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 are 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.

##### **ADVENT- Key Concepts:**

##### **LENT- Key Concepts:**

##### **PENTECOST- Key Concepts:**



<p>Sarah Graham the artist- Critical understanding of the artist. Drawing and painting in the style of the artist. Paul Cézanne the artist- Critical understanding of the artist. Oil pastel drawing in the style of the artist. Sweet collage- Sweet painting inspired by the work of the artists.</p>		<p>Street Art- Banksy the person and street artist. Keith Harring the artist and why his work changed the art world. Jacques Villeques the person and why his work was different to other street artists. Ben Eine his work in London. Design your own street art/name</p>		<p>Street art continued- Jacques Villeques the person and why his work was different to other street artists. Ben Eine his work in London. Design your own street art/name Altered animals Pattern in nature, animals and architecture. Zentangle art Animal pattern piece.</p>	
<b><u>National Curriculum Coverage:</u></b>		<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. 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.</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. 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.</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. 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.</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>	





<p>The importance of painting and drawing when creating work in the style of an artist.</p> <p>To have the knowledge and understanding to be able to select appropriate materials, processes and techniques.</p> <p>To understand how to presents artist research appropriately.</p> <p>To demonstrate a critical understanding of the artist.</p> <p>To understand the importance of historical and current artists.</p> <p>Connections to the formal elements.</p> <p>To understand how to use subject specific vocabulary</p>	<p><b>To understand and lead others when drawing and painting in the style of an artist.</b></p> <p><b>To have a highly developed understanding of materials, processes and techniques.</b></p> <p><b>To communicate with confidence information about artists researched.</b></p> <p><b>To understand the formal elements and form links to their own work and the work of others.</b></p> <p><b>To communicate, understand and have an opinion about the differences between street art and graffiti.</b></p>	<p>To understand the importance of painting and drawing when creating work in the style of an artist. (Banksy and Keith Harring.)</p> <p>To have the knowledge and understanding to select appropriate materials, processes and techniques when creating artwork.</p> <p>To understand how to present artist research in book.</p> <p>To demonstrate a critical understanding of the artist.</p> <p>To understand the difference between street art and graffiti.</p> <p>To understand connections and form links to the formal elements. (Line,Form,medium)</p> <p>To understand subject specific vocabulary when talking about the artist.</p>	<p><b>Street Art continued-</b> To understand the importance of painting and drawing when creating work in the style of an artist. (Jacaques Villeques and Ben Eline.)</p> <p>To have the knowledge and understanding to select appropriate materials, processes and techniques when creating own artwork.</p> <p>To understand how to refine presentation skills when presenting artist research in books. (Skill learnt during lent HT).</p> <p>To demonstrate a critical understanding of the artist.</p> <p>To understand the difference between street art and graffiti. Be able to form an opinion based on taught knowledge.</p>
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when writing about an artist.			
<u><b>Advent 2</b></u>		<u><b>Lent 2</b></u>	<u><b>Pentecost 2</b></u>
<p>To know information about great artists and understanding the historical developments within their work.</p> <p>To understand how to produce outcomes using a range of drawing media when mark making.</p> <p>To understand basic connections to the formal elements – Line, Tone, Colour and Texture.</p> <p>Present research through investigations demonstrating critical understanding.</p>	<p><b>To understand and record in detail a personal response when talking about an artist's style.</b></p> <p><b>To lead on group work when selecting appropriate media used.</b></p> <p><b>To have a clear understanding when mark making.</b></p> <p><b>To have a clear understanding of subject specific vocabulary and to use it when talking about artwork.</b></p>	<p>To understand how to experiment with collage materials in the style of an artist.</p> <p>To understand how to make connections and form an opinion about street art.</p> <p>To understand how to produce outcomes that link to the style of the artist.</p> <p>To understand how to use subject specific vocabulary when communicating ideas written or verbal.</p>	<p>To understand how to select appropriate media when creating line drawings.</p> <p>To understand how to develop design skills. (Cross curricular- Skills covered during design technology lessons)</p> <p>To gain a better understanding of patterns in nature, buildings/environment and animals.</p> <p>To understand how to link and create a personal response when adding pattern with animals/pets.</p>





<p>To understand how to create work inspired by the style of the artists.</p> <p>A good understanding of subject specific vocabulary.</p>	<p>Present detailed research that demonstrates a highly developed understanding of information about an artist or art movement.</p>		
<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>Painting techniques explored using a range of methods.</li> <li>Explores mark-making techniques when painting.</li> <li>Develops ideas based on an artist style.</li> </ul>	<p>To create highly developed drawing and painting skills.</p> <p>To have a good understanding and be able to use a range of mark making techniques.</p> <p>To use a range of presentation skills independently when creating artist research pages.</p> <p>To support others and lead</p>	<p>To continue to develop drawing and painting skills.</p> <ul style="list-style-type: none"> <li>Painting techniques explored using a range of methods</li> <li>Explores mark-making techniques when painting.</li> <li>Develops ideas based on an artist style.</li> </ul> <p>To develop drawing skills using a range of media that links to the style of the artist.</p> <p>To develop skills to demonstrate the importance of great artists around the world.</p>	<p>To use skills learnt when drawing and painting.</p> <ul style="list-style-type: none"> <li>Painting techniques explored using a range of methods when looking at an artist.</li> <li>Improve mark-making skills and techniques when painting.</li> <li>Develops ideas based on an artist style.</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>To create an image inspired by an artist. Villeques and Eine.</p>



<p>To develop drawing skills using a range of media.</p> <p>Skills required to understand the importance of looking at the work of other great artists.</p> <p>To develop skills when creating an image inspired by an artist.</p> <p>To develop drawing skills inspired by an artist's style.</p> <p>To develop skills when using 'Line' and to understand it is one of the formal elements in art.</p> <p>To develop communication skills when using subject specific vocabulary, to communicate ideas written or verbal.</p>	<p>in group discussions about artists styles of work.</p> <p>To perfect knowledge about an artist to understand how an idea can be conveyed or interpreted by an artist.</p> <p>To confidently use specific vocabulary to communication skills when talking about their ideas.</p>	<p>To develop drawing skills when creating an image inspired by an artist. Banksy and Harring.</p> <p>To develop drawing skills inspired by an artist's style.</p> <p>To demonstrate skills when talking about 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> <p>To develop research skills when demonstrating an understand how an idea can be conveyed or interpreted by an artist.</p>	<p>To develop drawing skills inspired by an artist's style.</p> <p>To develop knowledge skills to understand 'Line' is one of 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> <p>To refine knowledge about an artist to understand how an idea can be conveyed or interpreted by an artist.</p>
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<p>To develop research and investigation skills.</p> <p>To develop skills when conveying or interpreting an artist works.</p>			
<b><u>Final composition/ Deliberate Practice:</u></b>		<b><u>Final composition/ Deliberate Practice:</u></b>	
<p>Inspire and challenge pupils understanding of different art styles/movements.</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 to artists' works, that link to the theme.</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 to artists' works, that link to the theme.</p>	
<b><u>Assessment/s (Formative and Summative):</u></b>		<b><u>Assessment/s (Formative and Summative):</u></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. Painting skills. 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. Understanding painting skills. <b>Peer assessment at the end of the half term.</b></p> <p>Keyword Vocabulary- Keywords games at the end of the lesson. Spelling tests. <b>Every second lesson</b></p> <p>End of theme Assessment- Painting in the style of the artist Sarah Graham. <b>Teacher assessment at the end of term.</b></p>			<p>RRR- Knowledge of drawing skills. Formal elements. Revisit colour theory from year 7 and observational drawing knowledge from year 8. Artist/art movement information taught in year 9. <b>Self-assessment at the start of the lesson.</b></p> <p>10 question knowledge quiz- What makes a 'successful' composition. <b>Peer assessment at the end of the half term.</b></p> <p>Keyword Vocabulary- Spelling test. Re-calling games. End of theme Assessment- Graffiti/street art drawing. <b>Every second lesson</b></p> <p>End of theme Assessment- Image in the style of the artist Banksy. <b>Teacher assessment at the end of term.</b></p>			<p>RRR- Questions that link to previous learning. 10 question knowledge quiz- Formal elements. Drawing skills. <b>Self-assessment at the start of the lesson.</b></p> <p>Keyword Vocabulary- QA session game. <b>Every second lesson.</b></p> <p>End of theme Assessment- observational drawing skills and 3D skills. <b>Peer assessment at the end of the half term.</b></p> <p>End of year Assessment- Colour theory, Hundertwasser, formal elements and keywords. Y8. Landscape artists. Observational understanding and keywords. Y9. Street art knowledge, artist and composition facts. <b>Teacher assessment at the end of term. Targets reviewed.</b></p>		





<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>
Formal elements	Artist	Style	Presentation skills	Art Movements	Research
Communication	Presentation skills	Formal elements	Research	Formal elements	Style
Annotations	Research	Communication	Style	Communication	Theme
Artist	Style	Annotations	Theme	Annotations	Art movements
Art movements	Theme	Artist	Art movements	Artist	Composition
Research	Art movements	Art movements	Composition	Art movements	Arrangement
Evaluation	Composition	Research	Arrangement	Research	Critical understanding
Interpretation	Arrangement	Evaluation	Critical understanding	Evaluation	Realistic
Vision	Critical understanding	Interpretation	Realistic	Interpretation	Abstract
Creation/Design	Realistic	Vision	Abstract	Vision	Collage
Presentation	Abstract	Creation/Design	Street Art	Creation/Design	Pattern
Colour	Artist research	Presentation	Graffiti Art	Presentation	Architecture
Painting techniques	Design	Colour	Environment	Colour	Collection
Stenciling	Observational drawing	Painting techniques	Political art	Painting techniques	Display
Drawing techniques	Experimentation	Stenciling	Blending	Stenciling	Underpinning
Applying	Annotation	Drawing techniques	Outline	Drawing techniques	
Composition	Presentation	Applying		Applying	
Realistic	Realistic	Composition		Composition	
Abstract	Photo realism	Realistic		Realistic	
Inspiration	Art movement	Abstract		Abstract	
Creativity	Painting techniques	Inspiration		Inspiration	
		Creativity		Creativity	



<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>	
<b>Literacy:</b> Art terminology. Artist research and recording of information.  <b>Numeracy:</b> Shape, fractions, quantities, measuring, grid.		<b>Literacy:</b> Art terminology.  <b>Numeracy:</b> Shape, fractions, quantities, measuring. <b>Geography:</b> Environment		<b>Literacy:</b> Art terminology.  <b>Numeracy:</b> Shape, fractions, quantities, measuring. <b>Geography:</b> Environment	
<b><u>SMSC/ BV/ RSHE:</u></b>		<b><u>SMSC/ BV/ RSHE:</u></b>		<b><u>SMSC/ BV/ RSHE:</u></b>	
<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><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>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><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>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><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>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>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><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>
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<b>Adaptive Curriculum Content</b>	<b>Adaptive Curriculum Content</b>	<b>Adaptive Curriculum Content</b>
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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>	
<div>Adaptive Implementation Practices</div> <div>Practices used during each unit of work</div>			
<b>Differentiated Instruction:</b> Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments.	<b>Scaffolded Instruction:</b> Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material.	<b>Formative Assessment:</b> Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback.	<b>Pace:</b> 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  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY