

Art Department KS3 Long Term Plan

	Fine Art	Digital Art	Art & Design	Textiles
Year 7	<p><b>Composites -(End Point)</b> Furry Friends Project Drawing and painting of a teddy bear.</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>Observational drawing skills.</li> <li>How to use the formal elements of Art.</li> <li>Understanding Colour Theory</li> <li>Control and application of paint.</li> <li>How to analyse the work of others.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>How to use a grid</li> <li>How to transfer a drawing using tracing paper</li> <li>How to look at a piece of artwork and understand what the artist is just trying to say and how the artwork was made also making connections with the learning objectives of the project.</li> <li>Formal elements of art how to use these to create the element of realism shape form and depth within a piece of artwork.</li> <li>Top 10 tips when controlling the application of paint.</li> <li>Simple Color Theory primary secondary and tertiary colours</li> </ul>	<p><b>Composites -(End Point)</b> A4 digital artwork in the style of Arcimboldo</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>ICT knowledge, skills and processes</li> <li>Skills using photomontage techniques in Photoshop</li> <li>Knowledge and understanding of historical and contemporary artists</li> <li>Planning, layout and design skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <p><b>Know More Remember More- What must students remember?</b></p> <p><b>New Knowledge</b></p> <ul style="list-style-type: none"> <li>How to get a picture of the correct size from Google and opened it in Photoshop.</li> <li>How to use Filter and Liquify to distort it a photograph as well as other distortion tools within Liquify.</li> <li>How to analyse pictures by artists' relevant to the theme.</li> <li>How to create a new blank file to work into.</li> <li>To learn basic digital drawing and colouring techniques.</li> </ul>	<p><b>Composites -(End Point)</b> 3D clay tile inspired by the artist – Under the Microscope</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>Drawing from observation.</li> <li>Design idea creation.</li> <li>Develop ability to be imaginative and creative.</li> <li>Clay moulding techniques including rolling, incising and applying.</li> <li>Analyse the work of others. Literacy and Oracy skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>How to take inspiration from imagery and artists work to create original ideas of their own.</li> <li>How to plan for 3D elements in a 2D format. The use of a key.</li> <li>How to take on challenges and push themselves.</li> <li>How to hold an incising tool. How the different angles will create different sized incisions.</li> <li>How to smooth an incision with a brush and a sponge.</li> <li>How to hold and use a rolling pin.</li> <li>How to score and slip and apply pressure to ensure a secure join.</li> <li>How to look at a piece of artwork and understand what the artist is just trying to say and how the</li> </ul>	<p><b>Composites -(End Point)</b> Monster Neck Cushion</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>How to effectively use colour when developing their design ideas.</li> <li>How to successfully apply the relevant textiles techniques to their designs.</li> <li>How to safely use the sewing machine.</li> <li>Analyse the work of others using literacy and oracy skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>How to alter a template</li> <li>How to use tailors pins to join paper to fabric, and fabric to fabric</li> <li>How to use a sewing machine safely</li> <li>How to create running stitch on a sewing machine</li> <li>Simple colour theory including complementary colours and colour blending</li> <li>How to hold scissors correctly and how to identify the correct scissors to use</li> <li>How to use elastic bands to create tie dye resists</li> <li>How to look at a piece of art and understand how it has been created, and what the artist's message may be</li> <li>How to use applique to create layers using fabric</li> </ul>

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	<p>hot and cool colours complimentary colours and how colour can create a mood or feeling in a piece of artwork.</p> <ul style="list-style-type: none"> <li>• How a shadow is created in reality.</li> <li>• How tone can be used to create depth within a piece of art and create the element 3D</li> <li>• How texture can be created and how this helps to show how something might feel creating the element of realism.</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>• Focus the brain using crosses on the grid image.</li> <li>• Think about the type of line to help show shape.</li> <li>• Correct a mistake before rubbing out.</li> <li>• 3 tones must be used to create the illusion of 3D.</li> <li>• More water can make the colour lighter.</li> <li>• More paint can make the colour darker.</li> <li>• How to hold a paint brush.</li> <li>• The reason for using a paper towel when painting.</li> <li>• To turn the paper round and paint brush always moves forward.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to cut out and paste parts of an image from window to window in Photoshop.</li> <li>• To learn how to use the Move tool, Rectangular Marquee tool, Elliptical Marquee tool and Freehand Lasso tool.</li> <li>• To learn how to use different shortcut command keys.</li> <li>• How to use the layers in the palette to organise the order of objects.</li> <li>• How to use the Magic Wand tool to select objects with.</li> <li>• How to use Free Transform (Cmd ⌘+T) to resize and rotate an object.</li> <li>• How to duplicate objects.</li> <li>• How to use the History Palette.</li> <li>• How to add a background layer into an image.</li> </ul> <p><b>Recalled knowledge</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul> <p><b>New skills</b></p> <ul style="list-style-type: none"> <li>• How to use artists work to influence and inspire their own ideas.</li> <li>• How to open a new file in the correct format and with the correct settings and sizes.</li> <li>• How to use the brush tool to paint in Photoshop and how to fill objects with colour.</li> </ul>	<p>artwork was made also making connections with the learning objectives of the project.</p> <ul style="list-style-type: none"> <li>• If the paper sculpture element is included-How can paper be manipulated in a three dimensional way.</li> <li>• How the kiln works.</li> <li>• What clay is and where it comes from.</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>• That mistakes can be positive when producing design work.</li> <li>• Planning is essential to a successful outcome.</li> <li>• That design ideas do not have to be precise and realistic.</li> <li>• How to hold a craftknife and clay tools to cut the clay accurately and precisely.</li> <li>• How to use score and slip to join clay securely.</li> <li>• That air bubbles must be removed from their work by adding pressure and joining clay correctly to prevent cracking.</li> <li>• How to wrap up work at the end of the lesson to prevent it drying out.</li> <li>• Tier 3 vocabulary line, tone, bold, incise, score, slip, apply, pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use ladder stitch to sew the gap of their cushion</li> <li>• How to backstitch using the sewing machine and why this is important</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>• Where to hold a pencil to create dark and light tones.</li> <li>• How to make a tie dye effect using colouring pencils.</li> <li>• What it means to modify a pattern piece.</li> <li>• The right and wrong side of the fabric.</li> <li>• The 5 main components of a sewing machine- needle, hand wheel, pedal, presser foot and backstitch.</li> <li>• Health and safety rules of the sewing machine.</li> <li>• The 5 main textiles techniques used on the monster- tie dye, applique, hand embroidery, machine sewing and hand sewing.</li> <li>• How to thread a needle.</li> <li>• How to hold a pair of fabric scissors.</li> <li>• How to use tailor's pins correctly.</li> <li>• How tie dye works.</li> <li>• How to tie an elastic band.</li> <li>• How the colour wheel works.</li> <li>• What symmetry means and how to use it in textiles.</li> <li>• What a template is used for.</li> <li>• What bondaweb is and why it's used.</li> </ul>
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	<ul style="list-style-type: none"> <li>Choose colours that work together</li> <li>Use and demonstrate use of specific art terms</li> <li>Discuss ideas related to pictures studied- deep thinking</li> <li>Self assessment and setting targets</li> </ul> <p><b>Recalled skills</b></p> <ul style="list-style-type: none"> <li>n/a</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>Students will forget to refresh the memory when drawing from observation.</li> <li>Students will forget to use crosses to focus the brain.</li> <li>Students will forget to correct the mistake before rubbing it out.</li> <li>Students will forget the importance of the paper towel when painting.</li> <li>Students will forget that the paintbrush must always be inside of the shape.</li> <li>Students will forget to slow down as they paint towards the edge of the shape.</li> <li>Students will forget to get clean water when they change the colour.</li> <li>Students will forget not to paint wet paint next to wet paint.</li> </ul>	<ul style="list-style-type: none"> <li>Students will try to work from memory of the demonstration and not use the worksheet.</li> <li>An object must be selected before it is coloured and be a closed shape.</li> <li>Students forget to select the Move Tool before moving an object. • Students forget to double click to turn off the Transform box before trying to move on</li> <li>Students forget to select the Move Tool before moving an object. • Students forget to double click to turn off the Transform box before trying to move on.</li> <li>Students forget to select the Move Tool before moving an object. • Students forget to double click to turn off the Transform box before trying to move on.</li> <li>Students forget to select the Move Tool before moving an object. • Students will need to be pushed to continue adding detail to their work to improve it.</li> <li>Students forget to select the Move Tool before moving an object. • Students will need to be pushed to continue adding detail to their work to improve it.</li> <li>Ensure students understand the targets they have set themselves and how these can be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Collage</li> <li>Paint</li> <li>Colour application</li> </ul> <p><b>Recalled skills</b></p> <ul style="list-style-type: none"> <li>Students will probably have done some basic drawing/shading/painting/clay work at their primary school but this will differ from school to school.</li> </ul> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>You can use your roller horizontally in line with the sticks. You can't. The clay will end up too thin.</li> <li>A knife can be used like a saw and smooth edges can still be achieved.</li> <li>You can incise with a knife. You don't need to remove clay-no you do!</li> <li>Small coils can be used to create really tall bridges. They are not strong enough. Students problem solve this with questioning from me.</li> <li>Soft clay supports will be needed.</li> <li>Not all students realise this without prompting. (Extra fancy a challenge task)</li> <li>Areas that are not smooth will be smooth when the sculpture comes out of the kiln. This is false. They will still be there and as this is the final lesson before drying and being put in the kiln this will be emphasised today.</li> </ul>	<ul style="list-style-type: none"> <li>Trimming notches and creating a seam allowance</li> <li>Cutting cotton using fabric scissors</li> <li>Sewing a curved line</li> <li>Turning a corner on the sewing machine</li> <li>Backstitch to secure stitching</li> <li>How to successfully remove fabric from machine</li> <li>Ladder Stitch/Invisible Stitch to close gap</li> <li>Starting and tying off</li> <li>Backstitch for straight lights such as eyebrows and scars</li> <li>Overstitch to decorate around applique shapes such as eyes and patches</li> <li>Applique</li> <li>Tie Dye</li> <li>Colouring to represent the 'Tie Dye' effect</li> <li>Ironing</li> <li>Artist Analysis</li> </ul> <p><b>Recalled skills</b></p> <ul style="list-style-type: none"> <li>Use of the colour wheel</li> <li>How to use Primary and Contrasting Colours</li> <li>Mixing Colours</li> <li>Shading and Colouring</li> <li>Stencils and Templates</li> <li>Symmetry and Measuring</li> <li>Sketching and Designing</li> <li>Cutting with Paper Scissors</li> <li>Threading a needle</li> </ul>
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	<ul style="list-style-type: none"> <li>Students will not mix the paint for long enough when using opaque paint.</li> <li>Students will forget to hold the paint=brush by the metal section of the handle.</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>MC Escher tonal drawings</li> <li>MC Escher Tessellations</li> <li>Picasso Blue period</li> <li>Van Gogh Sunflowers.</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in their learning. – Use the learning location.</li> </ul>	<p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>Look at and work the style or Arcimboldo</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in their learning. – Use the learning location.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul>	<ul style="list-style-type: none"> <li>Students may need help with the spelling of the word incise/incision.</li> <li>Students may draw on a very small scale and will need encouraging to draw bigger more confidently. They may also press very hard with their pencil and need to be encouraged to draw in a more sketchy way.</li> <li>Some pupils may need many 1:1 demonstrations to see how gradual a gradient should be when shading.</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>Students look at the following artist, designers, craftsperson.</li> <li>Mark Sharer</li> <li>Chris Gryder</li> <li>Richard Serra</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> </ul>	<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Students often think that 'Tie Dye' is a piece of equipment, not a technique and refer to it incorrectly.</li> <li>Students mistake techniques, materials, equipment and products incorrectly.</li> <li>Templates and layers are a difficult topic to teach, students struggle to visualise how their work will build up and the complexity of the product (scaffold this topic &amp; mini demonstrations needed). Idea of onions and Shrek used to embed idea of layers for Applique.</li> <li>Textiles is just practical work and sewing, all fashion designers are women.</li> <li>Textiles is only fashion- the project will touch upon textiles in the world around us and begin to embed the fact that textiles is used for a large variety of products.</li> <li>Students mistake sewing and embroidery- taught separately and tasks planned to embed differences</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>Homework task looking at monster artwork</li> <li>Have attached some slides of Talk like an Expert being used in slides</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> </ul>
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<ul style="list-style-type: none"> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Use assessment for learning and assessment of learning techniques to assess their own and others work and set appropriate learning targets.</li> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li><b>Formative</b> assessment through ongoing teacher verbal feedback.</li> <li><b>Summative</b> assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Line</li> <li>Tone</li> <li>Texture</li> <li>Linear</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li>Formative assessment through ongoing verbal feedback and success criteria.</li> <li>Summative assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Photomontage ·</li> <li>tools ·</li> <li>layer ·</li> <li>palette ·</li> <li>crop ·</li> <li>transform feather ·</li> <li>monitor ·</li> <li>keyboard ·</li> <li>mouse ·</li> <li>digital ·</li> <li>camera manipulate ·</li> <li>Photoshop ·</li> <li>pixel ·</li> <li>resolution ·</li> <li>distort ·</li> <li>collage image ·</li> <li>brightness ·</li> <li>contrast ·</li> <li>cut ·</li> <li>paste ·</li> </ul>	<ul style="list-style-type: none"> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in their learning. – Use the learning location.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li><b>Formative</b> assessment through ongoing teacher verbal feedback. Pupils award the '<b>Gold Aprons</b>' during the end of lesson plenary each lesson based on the lessons <b>success criteria</b>.</li> <li><b>Summative</b> assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Score</li> <li>Slip</li> </ul>	<ul style="list-style-type: none"> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills. Trying new techniques when tie dyeing.</li> <li>Readiness- Ensuring students understand the bigger picture and the have the necessary skills to take the next steps in their learning. – Use the learning location. Students are ready to progress through their project by following all instructions.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li>Formative assessment through ongoing verbal feedback and success criteria.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Paint</li> <li>• Colourwah</li> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Shape</li> <li>• Form</li> <li>• Depth</li> <li>• Shade</li> <li>• Light</li> <li>• Reflection</li> <li>• Observational</li> <li>• Life Size</li> <li>• Tonal</li> <li>• Transparent</li> <li>• Opaque</li> </ul>	<ul style="list-style-type: none"> <li>• undo ·</li> <li>• primary source ·</li> <li>• secondary source ·</li> <li>• save ·</li> <li>• file ·</li> <li>• folder ·</li> <li>• distort</li> </ul>	<ul style="list-style-type: none"> <li>• Incise</li> <li>• Apply</li> <li>• Pattern</li> <li>• Texture</li> <li>• Positive space</li> <li>• Negative space</li> <li>• Glaze</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b><u>Disciplinary Literacy -Tier 3 Vocab</u></b></p> <ul style="list-style-type: none"> <li>• Machine Sewing</li> <li>• Hand Sewing</li> <li>• Embroidery</li> <li>• Applique</li> <li>• Bondaweb</li> <li>• Template</li> <li>• Heat Press</li> <li>• Toy Stuffing</li> <li>• Cotton Plant</li> <li>• Tie Dye</li> <li>• Ladder Stitch</li> <li>• Back Stitch</li> <li>• Over Stitch</li> </ul>
	<b>Fine Art</b>	<b>Digital Art</b>	<b>Art &amp; Design</b>	<b>Textiles</b>



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<p>Year 8</p>	<p><b>Composites -(End Point)</b> <b>A3 Creative Letter Painting</b></p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Drawing from observation.</li> <li>• Understanding and using the formal elements of art.</li> <li>• Control and application of paint.</li> <li>• Analyse the work of others. Literacy and Oracy skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>• How to be creative, how to think beyond the minimum</li> <li>• How to develop a design idea.</li> <li>• How to create arrange of design ideas.</li> <li>• How to use a ruler to draw a straight line and to measure shapes accurately.</li> <li>• Top 10 painting tips.</li> <li>• How to use primary colours to blend into secondary colours.</li> <li>• Simple colour theory – complimentary colours.</li> <li>• How to use watercolour paintings.</li> <li>• How to create transparent paint and how to create opaque paint.</li> <li>• How to analyse artwork.</li> <li>• How to create a variety of marks by the way we hold the paint brush.</li> </ul>	<p><b>Composites -(End Point)</b> <b>Mechanical Creatures</b></p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Understanding and skills using photomontage techniques in Photoshop.</li> <li>• Your planning, layout and design skills.</li> <li>• Your creativity and imagination with design.</li> <li>• Knowledge and understanding of historical and contemporary artists</li> <li>•</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <p><b>Know More Remember More- What must students remember?</b></p> <p><b>New Knowledge</b></p> <ul style="list-style-type: none"> <li>• How to use the internet for research before starting work.</li> <li>• How to use a template as a base layer under their artwork.</li> <li>• To learn how to add to a selection and the minus from a selection using shortcut keys.</li> <li>• How to use the Warp and Distort transform functions.</li> </ul> <p><b>Recalled knowledge</b></p> <ul style="list-style-type: none"> <li>• How to analyse pictures by artists' relevant to the theme.</li> </ul>	<p><b>Composites -(End Point)</b> <b>3D Mexican day of the Dead Mask</b></p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Develop creative drawing skills.</li> <li>• Create a range of design ideas.</li> <li>• Paper cutting skills.</li> <li>• Application and control of papier mache.</li> <li>• Application and control of paint.</li> <li>• Analyse the work of others. Literacy and Oracy skills.</li> <li>•</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>• How to take inspiration from imagery and artists work to create original ideas of their own.</li> <li>• How to take on challenges and push themselves.</li> <li>• How to look at a piece of artwork and understand what the artist is just trying to say and how the artwork was made also making connections with the learning objectives of the project.</li> <li>• How to manipulate paper/card from a 2D format into a 3D form.</li> <li>• How to apply paper mache is a smooth and secure way.</li> <li>• How to build up areas of positive form.</li> <li>• How to paint/mix paint using acrylics. Some will attempt blends and ombre effects.</li> <li>• How to draw onto a curved surface.</li> </ul>	<p><b>Composites -(End Point)</b> <b>Functional Bay.</b></p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• How to thoughtfully and effectively use colour and composition when developing design ideas.</li> <li>•</li> <li>• Recognise new and embedded textiles techniques and use them successfully.</li> <li>•</li> <li>• Use the sewing machine to sew straight seams accurately.</li> <li>•</li> <li>• Analyse the work of others. Literacy and Oracy skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>• The difference between a seam and a hem</li> <li>• How to measure and fold a hem</li> <li>• How to use tailors pins correctly to prepare fabric for sewing</li> <li>• How to create a straight line on the sewing machine which is parallel to the edge of the fabric</li> <li>• How to select complimentary and analogous colours</li> <li>• How to use transfer ink to create a pattern on fabric</li> <li>• How to use applique to add decoration to a product</li> </ul>
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	<ul style="list-style-type: none"> <li>How to paint with the water.</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>Focus the brain using crosses on the grid image.</li> <li>Think about the type of line to help show shape.</li> <li>Correct a mistake before rubbing out.</li> <li>3 tones must be used to create the illusion of 3D.</li> <li>More water can make the colour lighter.</li> <li>More paint can make the colour darker.</li> <li>How to hold a paint brush.</li> <li>The reason for using a paper towel when painting.</li> <li>To turn the paper round and paint brush always moves forward.</li> <li>Paintbrush should always be inside the shape.</li> <li>Tier 3 vocabulary line, tone, texture, colourwash, transparent, opaque, shape form, depth.</li> <li>Write in sentences, start with capital letter use a full stop, check spelling.</li> <li>Mistake making shows learning and greater/deeper knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>How to create a new blank file to work into.</li> <li>How to cut out and paste parts of an image from window to window in Photoshop.</li> <li>How to use different shortcut command keys.</li> <li>How to use the layers in the palette to organise the order of objects.</li> <li>How to use the Magic Wand tool to select objects with.</li> <li>How to use Free Transform (Cmd ⌘+T) to resize and rotate an object.</li> <li>How to duplicate objects.</li> <li>How to use the History Palette.</li> <li>How to add a background layer into and image.</li> </ul> <p><b>New skills</b></p> <ul style="list-style-type: none"> <li>How to use the internet for research before starting work and using artwork to inspire ideas.</li> <li>Using a template to help create the accurate artwork.</li> <li>How to use the ALT key to add to a selection and the Shift key to minus from a selection.</li> <li>How to use the Warp and Distort functions to bend and stretch objects into different shapes.</li> </ul> <p><b>Recalled skills</b></p>	<ul style="list-style-type: none"> <li>How to paint using acrylic paint/water colour paint to add patterns and shapes showing influence of Mexican Art.</li> <li>What the Mexican day of the Dead is and what the traditions are.</li> <li>If taking on challenges some will use mod rock to create further 3D elements and possibly also paper sculpture.</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>Planning is essential to a successful outcome.</li> <li>That mistakes can be positive when producing design work.</li> <li>That design ideas do not have to be precise and realistic.</li> <li>How to roll clay correctly and to a precise height using both rolling table and hand rolling techniques.</li> <li>How to hold a craft knife and clay tools correctly.</li> <li>How to use score and slip correctly to join clay securely.</li> <li>That air bubbles must be avoided and removed from work by adding pressure and joining correctly to prevent cracking.</li> <li>How to wrap up work at the end of the lesson to prevent it drying out.</li> </ul>	<ul style="list-style-type: none"> <li>How to measure correctly using a ruler</li> <li>How to use a sewing machine safely and correctly</li> <li>How to use textiles equipment correctly and safely</li> <li>How to select an appropriate fabric for their jellyfish body and tentacles</li> <li>Students are using polycotton for this project</li> <li>Polycotton is used as it is a blended fabric meaning the bubble print will be successful</li> <li></li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>How to use recycled materials and unconventional resources to create interesting design ideas.</li> <li>Selecting appropriate colours using knowledge of the colour wheel.</li> <li>How to draw 'gathering' on design ideas using the heartbeat line.</li> <li>The chemical process behind transfer paint and the heat press.</li> <li>The right and wrong side of the fabric.</li> <li>The purpose of a hem.</li> <li>How to measure and pin edges and hem accurately.</li> <li>How to sew a straight line whilst removing pins.</li> <li>Using a backstitch on the sewing machine independently.</li> </ul>
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	<p><b><u>New Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• What makes good art.</li> <li>• Be Creative</li> <li>• Develop ideas</li> <li>• Manipulation of wet media</li> <li>• Create tone using mixing colour.</li> <li>• Techniques for painting</li> </ul> <p><b><u>Recalled Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Leave mistakes</li> <li>• Mixing tones</li> <li>• Control of wet media</li> <li>• Creating tonal blend</li> <li>• Analysis</li> <li>• Art Vocabulary</li> </ul> <p><b><u>New Skills</u></b></p> <ul style="list-style-type: none"> <li>• Pros/cons of artwork</li> <li>• Develop more than one idea.</li> <li>• Range of painting techniques</li> </ul> <p><b><u>Recalled Skills</u></b></p> <ul style="list-style-type: none"> <li>• Leave mistakes</li> <li>• Control of paint</li> <li>• Colour choices</li> <li>• Art terms and vocab</li> <li>• Think deeply – analysis</li> </ul> <p><b><u>Misconceptions</u></b></p> <ul style="list-style-type: none"> <li>• Students might stress about not being able to use a rubber</li> <li>• Students might think they might have to create 12 graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• How to use artists work to influence and inspire their own ideas.</li> <li>• Cutting out and pasting parts of an image from window to window in Photoshop.</li> <li>• Using the shortcut keys, Cmd ⌘+ T for Transform and Cmd ⌘+ D to deselect.</li> <li>• Using the Layers palette to organise the order of objects from front to back.</li> <li>• Using the Magic wand tool to cut out objects with a plain background.</li> <li>• Using Free Transform (Cmd ⌘+ T) to resize and rotate an object.</li> <li>• How to use the History Palette to correct mistakes.</li> <li>• To be able to add a new background layer into an image.</li> </ul> <p><b><u>Misconceptions</u></b></p> <ul style="list-style-type: none"> <li>• Students will use open the thumbnail size image from Google rather than the 'real' image.</li> <li>• Students will try to work from memory of the demonstration rather than use the worksheet for help.</li> <li>• Students forget to select the Move Tool before trying to move an object.</li> <li>• Students forget to double click to turn off the Transform box before trying to move on.</li> <li>• Students will try to work from memory of the demonstration rather</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 3 vocabulary: Incise, Apply, Join, Dimensional, Template, Fire, Slip, Score.</li> <li>• Write in sentences, start with capital letter use a full stop, check spelling.</li> <li>• Mistake making shows learning and greater/deeper knowledge.</li> <li>• That dry media will only work over dry wet media.</li> </ul> <p><b><u>New Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To Identify elements within artwork and analyse their impact on a viewer.</li> <li>• To understand and explain traditions and events associated with the Mexican Day of the Dead.</li> <li>• To be able to recognise colours which compliment and contrast.</li> </ul> <p><b><u>Recalled knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To recognise the stages of creative design process.</li> </ul> <p><b><u>New skills</u></b></p> <ul style="list-style-type: none"> <li>• How to analyse artwork.</li> <li>• How to build up three dimensional form from a flat surface.</li> <li>• How to paint precisely using acrylic paint.</li> <li>• How to design creatively.</li> <li>• How to respond to feedback and develop design ideas.</li> <li>• How to select colour.</li> <li>• How to mix colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Surface decoration techniques including bubble and marble transfer, snip and rip and pekinese embroidery stitch.</li> <li>• How to sew a straight side seam using the machine guides.</li> <li>• How to remove fabric from a sewing machine.</li> <li>• Function of different fastenings and how a drawstring works.</li> <li>• How to apply prior knowledge of applique to decorate the bag with the felt jellyfish template and fabric.</li> <li>• Know the difference between positive and negative space</li> <li>• Write in sentences, start with capital letter use a full stop, check spelling.</li> <li>• Mistake making shows learning and greater/deeper knowledge.</li> <li>•</li> </ul> <p><b><u>New Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the following material and/or equipment: Transfer Paint, Hem and Drawstring.</li> <li>• Describe where and how this technique will be used: Marble Pattern, Bubble Pattern, Pekinese Stitch, Snip and Rip.</li> <li>• Understand and explain: Scientific process of transfer paint, Heat press and the environmental impact of plastic in the ocean.</li> </ul> <p><b><u>Recalled knowledge</u></b></p>
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	<p>designs as part of the starter activity</p> <ul style="list-style-type: none"> <li>• Students will not understand that their original shape on the paper is a solid shape.</li> <li>• Students will forget to add scribble to the back of the tracing paper and not understand why this is important.</li> <li>• Students might think they have to draw a brick wall. This will be discussed as part of the demo.</li> <li>• Students might over complicate the background design. This will be addresses in the demo.</li> <li>• Some students will not understand that they are using the ruler thickness for the horizontal lines of the brick wall.</li> <li>• Students might struggle with the brick wall pattern when the shapes of the design are in the way.</li> <li>• Students might mix the wrong colours together.</li> <li>• Students might use the wrong red for mixing purple.</li> <li>• Students will not remember cerise red is the red we are using because it looks like a pink.</li> <li>• Students will put the wrong colours in the wrong boxes.</li> <li>• Students will choose the wrong red.</li> </ul>	<p>than use the worksheet for help. • Students forget to select the Move Tool before trying to move an object.</p> <ul style="list-style-type: none"> <li>• Students forget to double click to turn off the Transform box before trying to move on.</li> <li>• Students will try to work from memory of the demonstration rather than use the worksheet for help. • Students forget to select the Move Tool before trying to move an object. • Students forget to double click to turn off the Transform box before trying to move on.</li> <li>• Students will try to work from memory of the demonstration rather than use the worksheet for help. • Students forget to select the Move Tool before trying to move an object. • Students forget to double click to turn off the Transform box before trying to move on.</li> <li>• Students forget to select the Move Tool before moving an object. • Students forget to double click to turn off the Transform box before trying to move on.</li> <li>• Students forget to select the Move Tool before moving an object. • Students will need to be pushed to continue adding detail to their work to improve it.</li> <li>• Ensure students understand the targets they have set themselves and how these can be achieved. • Check</li> </ul>	<ul style="list-style-type: none"> <li>• How to draw boldly and precisely.</li> <li>• How to identify positive and negative space.</li> <li>• How to apply papier mache.</li> </ul> <p><b>Recalled skills</b></p> <ul style="list-style-type: none"> <li>• How to design creatively.</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• The day of the dead is actually halloween-its not!</li> <li>• When PVA glue dries pm will look smooth. This is not necessarily true. Lots of smoothing must take place.</li> <li>• When PVA glue dries pm will look smooth. This is not necessarily true. Lots of</li> <li>• smoothing must take place.</li> <li>• Some will analyse artwork for the first time in the starter and struggle to see beyond</li> <li>• the surface of the artwork and will need prompting to do this.</li> <li>• Students need to be shown what a medium layer of paint looks like as they will apply it too thickly</li> <li>• Pupils may need reminding to take their time. No need to get colour in every area.</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>• Students look at the following artist, designers, craftsperson.</li> <li>• Damien Hirst</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the following material and/or equipment: Tailors Pins, Fabric Scissors, Sewing Machine, Bondaweb and Needle.</li> <li>• Describe where and how this technique will be used: Applique and Hand Embroidery.</li> <li>• Understand and explain: Seam, Seam Allowance, Right and wrong side of the fabric and why we sew products inside out.</li> </ul> <p><b>New Skills</b></p> <ul style="list-style-type: none"> <li>• Creating and pinning own template</li> <li>• Cutting fabric from a variety of sources with different properties</li> <li>• Sewing a parallel line</li> <li>• Using the presser foot to measure seam allowance</li> <li>• Pekinese Stitch</li> <li>• Transfer Paint</li> <li>• Marble Print</li> <li>• Bubble Print</li> <li>• Snip and Rip</li> <li>• Unconventional stencil method to create variety of design ideas.</li> <li>• Positive and negative space</li> <li>• Inserting handles</li> <li>• Creating a hem</li> </ul> <p><b>Recalled Skills</b></p> <ul style="list-style-type: none"> <li>• Pinning and preparing fabric ready for sewing</li> <li>• Backstitch to secure stitching</li> </ul>
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<ul style="list-style-type: none"> <li>Students will chose the wrong colour combination</li> <li>Students will forget not to use the paint. I will instruct students to put the paint back once watercolour is mixed.</li> <li>Students will paint wet shapes next to wet shapes. I will discuss this during the demo.</li> <li>Students will hold the paintbrush wrong.</li> <li>Students wont use opaque paint.</li> <li>Students will paint wet shapes next to wet shapes.</li> <li>The above will be discussed during the demo.</li> <li>Students will tick an inappropriate target. I will address this during discussion through the completion of the task. I will also check their target is appropriate as I wander the room.</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>Analyse a range of graffiti Art.</li> <li>Look at the work of Banksy</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p>	<p>students aren't setting themselves unachievable amounts of targets.</p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Talk/Write like and Expert</b></p> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in thewir learning. – Use the learning location.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> </ul>	<ul style="list-style-type: none"> <li>Maurice Mibiyaki</li> <li>Gurt Swannenberg</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in their learning. – Use the learning location.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul>	<ul style="list-style-type: none"> <li>How to successfully remove fabric from machine</li> <li>Backstitch</li> <li>Applique</li> <li>Artist Analysis</li> <li>Use of the colour wheel</li> <li>How to use Primary and Contrasting Colours.</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>Students select more than 2 colours when printing their bubble print</li> <li>Students do not select analogous colours when bubble printing</li> <li>Students use inches rather than centimetres when measuring their hems</li> <li>Students mix up seams and hems</li> <li>Students do not understand why their bag is constructed inside out and try to work the wrong way round</li> <li>Students will select the incorrect type of fabric for their jellyfish body</li> <li>Students will select the incorrect type of fabric for their jellyfish tentacles</li> <li>Students do not select a complimentary colour for their jellyfish body</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>Analyse the work of artists/designers who use the theme of under the seam</li> <li>Spelling and labelling tasks used to correctly identify techniques/materials used in</li> </ul>
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## Art Department KS3 Long Term Plan

	<ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in the learning. – Use the learning location.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul> <p><b>Assessment:</b></p> <p>Use assessment for learning and assessment of learning techniques to assess their own and others work and set appropriate learning targets.</p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> </ul>	<ul style="list-style-type: none"> <li>Links to jobs and careers</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li>Formative assessment through ongoing verbal feedback and success criteria.</li> <li>Summative assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Photomontage ·</li> <li>tools ·</li> <li>layer ·</li> <li>palette ·</li> <li>crop ·</li> <li>transform ·</li> <li>warp ·</li> <li>opacity ·</li> <li>transparent ·</li> <li>monitor ·</li> <li>keyboard ·</li> <li>mouse ·</li> <li>digital ·</li> <li>eraser ·</li> <li>manipulate ·</li> <li>Photoshop ·</li> <li>pixel ·</li> <li>resolution ·</li> <li>distort ·</li> <li>brightness ·</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li><b>Formative</b> assessment through ongoing teacher verbal feedback.</li> <li><b>Summative</b> assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Papier mache</li> <li>Positive space</li> <li>Negative space</li> <li>Tone</li> <li>Design</li> <li>Construction</li> <li>Ombre</li> </ul>	<p>textiles and ensure students are confident to use them</p> <ul style="list-style-type: none"> <li>Reading like an expert homework about Parley sea plastic trainers</li> <li>Forms quiz homework embedding key terminology and analysis task</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in the learning. – Use the learning location.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul>
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# Art Department KS3 Long Term Plan

	<ul style="list-style-type: none"> <li>• <b>Formative</b> assessment through ongoing teacher verbal feedback.</li> <li>• <b>Summative</b> assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Decoration</li> <li>• Graffiti</li> <li>• Transparent</li> <li>• Blend</li> <li>• Watercolour</li> <li>• Idea</li> <li>• Pattern</li> <li>• Drop shadow</li> <li>• Transfer</li> <li>• Vibrant</li> <li>• Bright</li> <li>• Colour belnd</li> <li>• Tonal</li> <li>• Shading</li> <li>• Tine</li> <li>• Shade</li> <li>• Tonal</li> </ul>	<ul style="list-style-type: none"> <li>• contrast ·</li> <li>• cut ·</li> <li>• paste ·</li> <li>• undo ·</li> <li>• primary source ·</li> <li>• secondary source ·</li> <li>• save ·</li> <li>• file ·</li> <li>• folder ·</li> <li>• distort</li> <li>•</li> </ul>		<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Termly 'Record of Progress' Booklets that rotate around the department.</li> <li>• Formative assessment through ongoing verbal feedback and success criteria.</li> <li>• Summative assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>• Machine Sewing</li> <li>• Transfer Printing</li> <li>• Transfer Paint</li> <li>• Template</li> <li>• Applique</li> <li>• Bondaweb</li> <li>• Heat Press</li> <li>• Polycotton</li> <li>• Hem</li> <li>• Drawstring</li> <li>• Embroidery</li> <li>• Back Stitch</li> <li>• Pekinese Stitch</li> <li>• Resist Stencil</li> </ul>
	<b>Fine Art</b>	<b>Digital Art</b>	<b>Art &amp; Design</b>	<b>Textiles</b>
<b>Year 9</b>	<b>Composites -(End Point)</b>	<b>Composites -(End Point)</b>	<b>Composites -(End Point)</b>	<b>Composites -(End Point)</b>

## Art Department KS3 Long Term Plan

	<p>A3 Creative Portrait Painting</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Develop drawing concepts.</li> <li>• Develop ability to be imaginative and creative.</li> <li>• Application and control of wet and dry materials</li> <li>• Analyse the work of others. Literacy and Oracy skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>• How planning is important to the success of the artwork.</li> <li>• How to be creative with ideas.</li> <li>• How to analyse a piece of artwork.</li> <li>• How to use a ruler to draw a straight line.</li> <li>• How to create a symmetrical drawing.</li> <li>• The proportions of the human face.</li> <li>• Life and works of Leonardo Da Vinci</li> <li>• Big Eye Art Style of portrait.</li> <li>• Why flesh tones are different.</li> <li>• How to mix a variety of dark and light flesh tones.</li> <li>• How to use the paint to create transparent and opaque effects.</li> <li>• How to use mixed media to create texture.</li> </ul>	<p>A4 Digital Graffiti Art</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• How to create a graffiti style font design and tag.</li> <li>• Understanding how to draw accurate letter shapes using guidelines.</li> <li>• How to colour digitally using Photoshop.</li> <li>• Analyse the work of others. Literacy and Oracy skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>• How to look at a style and break down the elements that create it to enable them to recreate a certain style.</li> <li>• How to look at artwork and work out how it was created.</li> <li>• How to analyse a piece of artwork.</li> <li>• That using light guidelines when drawing, will help them to map out shapes such as letters.</li> <li>• How to create smooth accurate lines when drawing.</li> <li>• How to plan work with the next steps in mind such as taking into consideration when planning a drawing that it's to be coloured digitally.</li> </ul>	<p>3D Wrap Around Sculpture</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Develop observation drawing skills.</li> <li>• Create a range of design ideas.</li> <li>• Develop ability to be imaginative and creative.</li> <li>• Clay moulding techniques including rolling, joining, incising and applying.</li> <li>• Analyse the work of others. Literacy and Oracy skills.</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>• How to take inspiration from imagery and artists work to create original ideas of their own.</li> <li>• How to plan for 3D elements in a 2D format. The use of a key.</li> <li>• How to take on challenges and push themselves.</li> <li>• How to hold an incising tool. How the different angles will create different sized incisions.</li> <li>• How to smooth an incision with a brush and a sponge.</li> <li>• How to hold and use a rolling pin.</li> <li>• How to use the slab roller.</li> <li>• How to score, slip and apply pressure to ensure a secure join.</li> </ul>	<p>Reversible Bucket hat</p> <p><b>Components - (Core Knowledge)</b></p> <ul style="list-style-type: none"> <li>• How to create a piece of clothing using textile pattern pieces</li> <li>• Develop drawing and transfer skills</li> <li>• Develop ability to be imaginative and creative</li> <li>• Develop ability to work independently</li> <li>• Develop ability to use key textile techniques and materials correctly and safely</li> <li>• Analyse the work of others. Literacy and Oracy skills</li> </ul> <p><b>Granular Knowledge - (Students must know)</b></p> <ul style="list-style-type: none"> <li>• How design ideas influence your final design</li> <li>• Why creating a range of design ideas is important</li> <li>• How to take inspiration from other artists/designers</li> <li>• How to cut and use a template correctly</li> <li>• How to use tailors pins correctly</li> <li>• How to use and hold fabric scissors correctly</li> <li>• How to measure seam allowances on the sewing machine</li> <li>• How to sew a seam on sewing machine</li> <li>• How to identify different sides of a fabric and how to use them correctly</li> <li>• How to analyse a piece of artwork</li> <li>• How to refine design ideas to produce the best possible outcome</li> <li>• How to use painting skills to add detail and colour to a piece of fabric</li> </ul>
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## Art Department KS3 Long Term Plan

	<ul style="list-style-type: none"> <li>• How to create tonal effects when using paint.</li> <li>• Top 10 painting tips.</li> <li>• How to create a continuous line.</li> <li>•</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>• Planning is essential to a successful outcome.</li> <li>• That more water makes the colour lighter.</li> <li>• More paint makes the colour darker.</li> <li>• To make the colour lighter white can be added.</li> <li>• How to hold a paint brush.</li> <li>• The importance of using a paper towel.</li> <li>• Paint brush is always inside the shape.</li> <li>• Slow down near the edge of the shape.</li> <li>• Turn the paper round the paintbrush always moves forward.</li> <li>• Tier 3 vocabulary: Portrait, self portrait, symmetry, proportion, detail, realistic, colourwah, transparent, opaque and creative.</li> <li>• Write in sentences, start with capital letter use a full stop, check spelling.</li> <li>• Mistake making shows learning and greater/deeper knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• How to select and change the brush tool in Photoshop.</li> <li>• How to select and change the foreground and background colours in Photoshop.</li> <li>• An object must be selected before it is coloured.</li> <li>• How to use a duplicate layer when colouring in Photoshop to help with mistakes and re-selecting areas of their work.</li> <li>• How and when to use the Magic Wand tool.</li> <li>• How to set up the gradient tool and use it to fill a shape with colour.</li> <li>• How and where to add lighter and darker tones to their work to give a 3D effect.</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>• The elements that make graffiti look like graffiti.</li> <li>• How using distorted lettering, borders, outlines, embellishments like arrows and flicks, characters and bright tonal colour to their work will create a graffiti style.</li> <li>• Using guidelines to will help to create letter forms.</li> <li>• To sketch letter shapes out lightly then adjust and correct mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• How to look at a piece of artwork and understand what the artist is just trying to say and how the</li> <li>• artwork was made also making connections with the learning objectives of the project.</li> <li>• How can paper be manipulated in a three dimensional way.</li> <li>• How the kiln works.</li> <li>• What clay is and where it comes from.</li> <li>• What glaze/coloured slip is and what they are made from.</li> <li>•</li> <li>•</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>• Planning is essential to a successful outcome.</li> <li>• That mistakes can be positive when producing design work.</li> <li>• That design ideas do not have to be precise and realistic.</li> <li>• How to roll clay correctly and to a precise height using both rolling table and hand rolling techniques.</li> <li>• How to hold a craft knife and clay tools correctly.</li> <li>• How to use score and slip correctly to join clay securely.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use applique to add detail to a piece of art</li> <li>• How to identify if the sewing machine is ready to be used</li> <li>• How to identify and select appropriate fabric</li> </ul> <p><b>Know More Remember More- What must students remember?</b></p> <ul style="list-style-type: none"> <li>• Planning and design ideas are essential to a successful outcome</li> <li>• Design ideas do not have to be precise and realistic</li> <li>• Templates must be accurate to ensure their work is successful</li> <li>• Templates must be applied on the fold (where necessary) and on the edge of fabric to avoid wastage</li> <li>• A seam is 2 pieces of fabric joining</li> <li>• Why a gap is left when joining fabric together inside/out</li> <li>• Tailors pins must be visible on both sides of the fabric to be used correctly</li> <li>• Tailors pins must be removed before sewing</li> <li>• Gaps must not be left when pinning</li> <li>• Analysing artwork and taking inspiration from other artists help you be successful with your own work</li> <li>• Working independently and safely with the equipment is crucial</li> <li>• To produce a range of design ideas to influence their final choice</li> </ul>
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## Art Department KS3 Long Term Plan

<ul style="list-style-type: none"> <li>• That dry media will only work over dry wet media.</li> </ul> <p><b>New Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Work in the style of</li> <li>• How to plan fine artwork</li> <li>• Draw a straight line</li> <li>• Portrait concepts</li> <li>• Symmetrical drawing</li> <li>• Construct a drawing using shapes</li> <li>• Mix flesh colours</li> <li>• Recreate a colour using paint</li> <li>• Mix media</li> <li>• Painting using a variety of techniques</li> </ul> <p><b>Recalled Knowledge</b></p> <ul style="list-style-type: none"> <li>• Creativity/ developing ideas</li> <li>• Looking and studying</li> <li>• Creating tone with paint</li> <li>• Manipulate paint.</li> <li>• Transparent and opaque paint</li> <li>• Analysis pictures mood/feeling</li> <li>• Art vocab</li> </ul> <p><b>New Skills</b></p> <ul style="list-style-type: none"> <li>• Draw a straight line</li> <li>• Symmetrical drawing</li> <li>• Use simple shapes</li> <li>• Mix colours</li> <li>• Use a combination of materials</li> </ul> <p><b>Recalled Skills</b></p>	<ul style="list-style-type: none"> <li>• To add an outline, characters and border design to their graffiti work the help their lettering stand out.</li> <li>• How to use a duplicate layer when colouring in Photoshop to help with mistakes and re-selecting areas of their work.</li> <li>• How and when to use the Magic Wand tool.</li> <li>• That a shape needs selecting before you can colour it.</li> <li>• How to set up the gradient tool and use it to fill a shape with colour.</li> <li>• How to select a suitable paint brush on Photoshop and use it to apply colour.</li> <li>• How and where to add lighter and darker tones to their work to give a 3D effect.</li> </ul> <p><b>New Knowledge</b></p> <ul style="list-style-type: none"> <li>• How to use the Magic Wand tool to select areas to colour.</li> <li>• How to set up colour selections.</li> <li>• How to fill an object with a gradient.</li> <li>• How to paint using digital colouring techniques such as brush selection and the use of Opacity to build up colour and tone.</li> <li>• How to make objects appear 3D using lighter and darker tones.</li> </ul> <p><b>Recalled knowledge</b></p>	<ul style="list-style-type: none"> <li>• That air bubbles must be avoided and removed from work by adding pressure and joining correctly to prevent cracking.</li> <li>• How to wrap up work at the end of the lesson to prevent it drying out.</li> <li>• Tier 3 vocabulary: Incise, Apply, Join, Dimensional, Template, Fire, Slip, Score.</li> <li>• Write in sentences, start with capital letter use a full stop, check spelling.</li> <li>• Mistake making shows learning and greater/deeper knowledge.</li> <li>• That dry media will only work over dry wet media.</li> </ul> <p><b>New Knowledge</b></p> <ul style="list-style-type: none"> <li>• To be able to use a wider range of ceramic terminology.</li> <li>• To be able to assess risks using new equipment.</li> <li>• To be able to problem solve/edit design ideas as they are developed into a 3D format-maquettes.</li> </ul> <p><b>Recalled knowledge</b></p> <ul style="list-style-type: none"> <li>• To be able to understand and identify applied, incised, pierced elements of ceramic work.</li> <li>• To be able to use ceramic terminology. Eg. Slip/Score</li> <li>• To be able to recognise formal elements of Art</li> </ul>	<p><b>New Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to join and cut template on a fold</li> <li>• Using seam allowance markers accurately</li> <li>• Using heat transfer inks to create drawn elements for final piece</li> <li>• To be able to problem solve and make decisions about their work independently</li> <li>• How to work in the style of another piece of art</li> </ul> <p><b>Recalled Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify and Describe: Tailors Pins, Fabric Scissors, Sewing Machine, Bondaweb</li> <li>• Describe where and how this technique will be used: Applique</li> </ul> <p><b>New Skills</b></p> <ul style="list-style-type: none"> <li>• Heat transfer printing</li> <li>• More advanced sewing skills needed on sewing machine</li> </ul> <p><b>Recalled Skills:</b></p> <ul style="list-style-type: none"> <li>• Creativity and design skills</li> <li>• How to use tailors pins correctly to secure fabric</li> <li>• How to select appropriate fabric for final piece</li> <li>• How to select the correct equipment to use</li> <li>• How to use a template</li> <li>• Applique</li> <li>• Artist Analysis</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Not pinning enough of the fabric</li> <li>• Not pinning fabric together face to face</li> </ul>
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## Art Department KS3 Long Term Plan

<ul style="list-style-type: none"> <li>• Draw true to life</li> <li>• Leave mistakes</li> <li>• Control of paint</li> <li>• Art Terms/vocab</li> <li>• Think deeply- Analysis</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Students will not know how to use a ruler.</li> <li>• Students will think their line is not straight.</li> <li>• Students wont measure accurately.</li> <li>• Students will press down too hard on their pencil.</li> <li>• Students will struggle with the shape of the box and how to make the eye shape fit.</li> <li>• Some students may struggle with the accuracy of their measuring.</li> <li>• Students will press down too hard on their pencil.</li> <li>• Students will draw the circle for the nose too big or too small.</li> <li>• Students will press down too hard on their pencil.</li> <li>• Students will draw two lines to create a nose shape when only one is needed.</li> <li>• Students will struggle to make their mouth symmetrical.</li> <li>• Students will draw the nose circle too big, or too small.</li> <li>• Students will struggle with the shape of the top lip.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use the internet for research before starting work and using relevant artwork to inspire ideas.</li> <li>• To learn how to use the Move tool.</li> <li>• To learn how to use the Alt key to add to a selection and the Shift key to minus from a selection.</li> <li>• To learn how to use various shortcut command keys such as, Cmd ⌘+ T for Transform and Cmd ⌘+ D to deselect.</li> <li>• How to use the layers in the palette to organise the order of objects from front to back.</li> <li>• How to use Free Transform to resize and rotate an object.</li> <li>• How to add or replace a background layer into an image.</li> </ul> <p><b>New skills</b></p> <ul style="list-style-type: none"> <li>• How to change/select new foreground and background colour swatches.</li> <li>• Filling an object with a gradient.</li> <li>• Brush size and shape selection</li> <li>• Using Opacity to build up colour and tone.</li> <li>• Applying lighter and darker tones to make objects appear 3D using.</li> </ul> <p><b>Recalled skills</b></p> <ul style="list-style-type: none"> <li>• How to use artists work to influence and inspire their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the stages of creative design process.</li> </ul> <p><b>New skills</b></p> <ul style="list-style-type: none"> <li>• How to use the slab roller to prepare clay.</li> <li>• How to form a cylinder using slabbing techniques.</li> <li>• How to incise shapes as opposed to lines in year 7-more challenging.</li> </ul> <p><b>Recalled skills</b></p> <p>Clay skills;</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Apply</li> <li>• Incise</li> <li>• Smooth</li> <li>• Cut/pierce</li> <li>• Optional: Glaze</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• The clay will dry out before next lesson. It won't-bags will be used.</li> <li>• The straight edges of the sculpture must remain straight. Actually the more you experiment with these shapes the more creative your sculpture will be.</li> <li>• The clay will join and be secure without scoring and slipping. This is unlikely</li> <li>• Imperfects will not be seen when the sculpture comes out of the kiln. They will be seen if they are not smoothed properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Not shaking heat transfer paint prior to usage</li> <li>• Not using paintbrush correctly when trying to paint thin lines</li> <li>• Inappropriate fabric chosen for final piece</li> <li>• Textiles is just practical work and sewing, all fashion designers are women.</li> <li>• Textiles is only fashion- the project will touch upon textiles in the world around us and begin to embed the fact that textiles is used for a large variety of products.</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>• Analysing artwork linking to project and theme every lesson</li> <li>• History of bucket hats</li> <li>• Recapping key terminology in Textiles</li> <li>• Analysing a piece of art through homework</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Following instructions.</li> <li>• Learning from mistakes</li> <li>• Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>• Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>• Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>• Readiness- Ensuing students understand the bigger picture and the have the</li> </ul>
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## Art Department KS3 Long Term Plan

<ul style="list-style-type: none"> <li>Students will struggle with the symmetry of the mouth.</li> <li>Students will draw 2 lines to create the shape of the nose.</li> <li>Students will struggle with the 3D element of the clothes.</li> <li>Students will struggle with the layering of the clothes.</li> <li>Students will struggle to create their unique and creative ideas.</li> <li>Students will draw the hairline in the wrong place.</li> <li>Students will struggle to create curly styles.</li> <li>Students won't add enough volume.</li> <li>Students will get bored on the creating the hair strands to create the element of realism.</li> <li>Students will forget to mix on the lightest colour.</li> <li>Students will use white in the dark flesh tone mix.</li> <li>Students will use too much red in the mix for the light flesh tone.</li> <li>Students will not be able to recreate their chosen chosen colour.</li> <li>Darker flesh tones will be too heavy and harder to control.</li> <li>Students paint the flesh using opaque paint and not transparent.</li> <li>Students will stress about the pain being uneven.</li> </ul>	<ul style="list-style-type: none"> <li>Using Cmd ⌘+ D to deselect.</li> <li>Using the Layers palette to organise the order of objects from front to back.</li> <li>Using Free Transform (Cmd ⌘+ T) to resize and rotate an object.</li> <li>How to use the History Palette to correct mistakes.</li> <li>To be able to add a new background layer into an image.</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>Graffiti is vandalism.</li> <li>All shapes should have closed lines. <ul style="list-style-type: none"> <li>All detail should be drawn with how it is to be coloured in mind.</li> </ul> </li> <li>An object must be selected before it is coloured. •Students will try to work from memory of the demonstration and not use the worksheet.</li> <li>An object must be selected before it is coloured. •Students will try to work from memory of the demonstration and not use the worksheet.</li> <li>An object must be selected before it is coloured. •Students will try to work from memory of the demonstration and not use the worksheet.</li> <li>An object must be selected before it is coloured. •Students will try to work from memory of the demonstration and not use the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Design work is unnecessary and a waste of time. The starter addresses this misconception.</li> <li>Pupils often struggle to enlarge and will draw the same size but add more of the detail. This is not enlarging and needs to be addressed in demonstration.</li> <li>Leaving rough edges on the inside won't be an issue. No one will see. They will!</li> <li>I can incise with a knife. You won't have removed any clay and the cut is likely to close up.</li> <li>I can make applied elements secure if I add enough pressure. Scoring and slipping isn't that important. It is</li> <li>I can incise with a knife/I can make a secure join with pressure alone. This would be taking a short cut and you would be unsuccessful in the end.</li> <li>My piece is finished now I have completed all the elements I had originally planned for. At this end stage it is time to pull out all the stops! What else could you add? Look at the challenge board for inspiration.</li> <li>You would need to remove the pasta- you don't</li> <li>My piece should look really similar to the artists. It doesn't need to- it just needs to show some inspiration. Feel free to put your own stamp on it too.</li> </ul> <p><b>Talk/Write like an Expert</b></p>	<p>necessary skills to take the next steps in their learning. – Use the learning location.</p> <ul style="list-style-type: none"> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li>Formative assessment through ongoing verbal feedback and success criteria.</li> <li>Summative assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Machine Sewing</li> <li>Heat transfer paint</li> <li>Template</li> <li>Pattern pieces</li> <li>On the Fold</li> <li>Face of fabric</li> <li>Applique</li> </ul>
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## Art Department KS3 Long Term Plan

<ul style="list-style-type: none"> <li>Students will choose wrong colours to blend in the eyes.</li> <li>Students will not use opaque paint for the clothes.</li> <li>Students will not at pressure to the pencil to create the hair detail.</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>Look at Portrait Illusion</li> <li>Big Eye Art</li> <li>Margaret Kean</li> <li>Charactures</li> <li>Salvador Dali</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students understand the targets they have set themselves and how these can be achieved.</li> </ul> <p><b>Talk/Write like and Expert</b></p> <ul style="list-style-type: none"> <li>Look at Graffiti art and Artists.</li> <li>Look at Street Art and Illusions.</li> <li>Banksy</li> <li>Various pieces of graffiti art.</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in their learning. – Use the learning location.</li> </ul>	<ul style="list-style-type: none"> <li>Students look at the following artist, designers, craftsperson.</li> <li>Alfie Bradley</li> <li>Ben Sabri Archour</li> <li>Ikuko iwamoto</li> </ul> <p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>Listening skills</li> <li>Following instructions.</li> <li>Learning from mistakes</li> <li>Communication skills</li> </ul> <p><b>Curriculum Core Values</b></p> <ul style="list-style-type: none"> <li>Aspiration- Meeting the success criteria. Aiming for the best standard of work.</li> <li>Curiosity- Looking at the works of others, curious about new art knowledge and skills.</li> <li>Readiness- Ensuing students understand the bigger picture and the have the necessary skills to take the next steps in thewir learning. – Use the learning location.</li> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> </ul>	<ul style="list-style-type: none"> <li>Bondaweb</li> <li>Seam</li> <li>Seam allowance</li> <li>Iron</li> <li>Tailors Pins</li> <li>Design</li> <li>Fabric Scissors</li> <li>Pattern</li> <li>Motif</li> </ul>
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## Art Department KS3 Long Term Plan

	<p>their learning. – Use the learning location.</p> <ul style="list-style-type: none"> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul> <p><b>Assessment</b></p> <p>Use assessment for learning and assessment of learning techniques to assess their own and others work and set appropriate learning targets.</p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li><b>Formative</b> assessment through ongoing teacher verbal feedback.</li> <li><b>Summative</b> assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Portrait</li> <li>Self Portrait</li> <li>Proportion</li> </ul>	<ul style="list-style-type: none"> <li>Resilience- Practise makes perfect; mistakes prove progress is being made. Celebrate mistakes.</li> </ul> <p><b>Bigger picture</b></p> <ul style="list-style-type: none"> <li>Learning location.</li> <li>Links to KS4</li> <li>Links to jobs and careers</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li>Formative assessment through ongoing verbal feedback and success criteria.</li> <li>Summative assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Photomontage ·</li> <li>tools ·</li> <li>layer ·</li> <li>palette ·</li> <li>crop ·</li> <li>transform ·</li> <li>brush ·</li> <li>opacity ·</li> <li>transparent ·</li> <li>monitor ·</li> <li>keyboard ·</li> </ul>	<ul style="list-style-type: none"> <li>Links to jobs and careers</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Termly 'Record of Progress' Booklets that rotate around the department.</li> <li><b>Formative</b> assessment through ongoing teacher verbal feedback.</li> <li><b>Summative</b> assessment at the end of each rotation including self, peer and teacher assessment using the same set of criterion to compare against.</li> </ul> <p><b>Disciplinary Literacy -Tier 3 Vocab</b></p> <ul style="list-style-type: none"> <li>Incise</li> <li>Slip</li> <li>Score</li> <li>Incise</li> <li>Apply</li> <li>Glaze</li> <li>Maquette</li> <li>Two dimensional</li> <li>Three dimensional</li> <li>Template</li> <li>Biscut fire</li> </ul>	
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# Art Department KS3 Long Term Plan

	<ul style="list-style-type: none"> <li>• Symmetry</li> <li>• Planning</li> <li>• Colour wash</li> <li>• Opaque</li> <li>• Flesh Tone</li> <li>• Tone</li> <li>• Mixed Media</li> <li>• Imaginative</li> <li>• Creative</li> <li>• Optical Illusion</li> <li>• Realistic</li> <li>• Detail</li> <li>• Size</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• mouse ·</li> <li>• digital ·</li> <li>• eraser ·</li> <li>• manipulate ·</li> <li>• Photoshop ·</li> <li>• pixel ·</li> <li>• resolution ·</li> <li>• distort ·</li> <li>• brightness ·</li> <li>• contrast ·</li> <li>• cut ·</li> <li>• paste ·</li> <li>• undo ·</li> <li>• primary source ·</li> <li>• secondary source ·</li> <li>• save</li> <li>• file</li> <li>• folder</li> <li>• distort</li> <li>•</li> </ul>		
<b>Cross curricular- Art</b>	<b>Transferable skills</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Creativity/Imagination</li> <li>• Designing- Developing ideas</li> <li>• Application of paint</li> <li>• Mixing and blending colours.</li> <li>• Colour Theory</li> <li>• Formal elements- Line/Tone/Texture</li> <li>• Analysing artwork.</li> </ul>	<b>Transferable skills</b> <ul style="list-style-type: none"> <li>• Literacy: Use of literacy through written research work, keywords, displays and questioning.</li> <li>• Numeracy: Students will need to calculate and assess file sizes and pixel resolutions as well as use measurements on screen to help with layout.</li> </ul>	<b>Transferable skills</b> <ul style="list-style-type: none"> <li>• Drawing/Designing</li> <li>• Creativity</li> <li>• Developing ideas</li> <li>• Literacy- written tasks, keywords, displays, questioning</li> <li>• Fine motor skills with equipment</li> <li>• Numeracy- measuring/counting.</li> <li>• SMSC- looking at social issues through analysis and homework's.</li> </ul>	<b>Transferable skills</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Creativity</li> <li>• Developing ideas</li> <li>• Literacy- written tasks, keywords, displays, questioning</li> <li>• Fine motor skills with equipment</li> <li>• Application of paint</li> </ul>



## Art Department KS3 Long Term Plan

		<ul style="list-style-type: none"> <li>ICT: Students knowledge, skills and understanding can be transferred to the ICT lessons.</li> </ul> <p>History: Learning about the origin of street art and graffiti.</p>	<ul style="list-style-type: none"> <li>ICT- using digital devices to complete homework and research art ideas.</li> <li>Links to clay skills used in the first coursework project in year 10.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy- measuring hems and seam allowance, counting templates and applique shapes</li> <li>SMSC- looking at environmental and social issues through analysis</li> <li>ICT- using digital devices to complete homework and research art ideas</li> </ul>
<b>KS4</b>	<p>GCSE Fine Art</p> <p>All skills learned in year 7, 8 and 9 are fundamental skills to the success at KS4 .</p> <p>Students are expected to plan, develop their ideas, show they can be imaginative and create and that they can think deeply. They are expected to create artwork to a high level of skills and the use of the formal elements of art is integral to this. Student are expected to look at the works of others and demonstrates that they can analyse a picture and determine how it was made, the symbolic reference and what they artist might be trying to communicate.</p>	<p><b>Links to KS4</b></p> <p>GCSE Digital Art</p> <p>GCSE Digital Art. Students will have learned to use a range of techniques as well as the ability to analyse and evaluate their own work, and that of others in preparation for KS4 and GCSE Art.</p>	<p><b>Links to KS4</b></p> <p>GCSE Art &amp; Design</p> <p>GCSE Art &amp; Design</p> <p>All skills learned in Year 7, 8 and 9 are crucial for success at KS4 in Art &amp; Design.</p> <p>Students are expected to plan, develop their ideas, show their creativity and imagination and create their final piece. They are expected to use ceramic techniques alongside painting and drawing techniques, equipment and materials to produce artwork to a high level of skill. Students are expected to look at the work of others and demonstrate they can analyse artwork and determine how it was made, the reasons behind the artwork and what the artist is trying to communicate.</p> <p>Students are expected to work independently to complete their work in their own time as well as lessons.</p>	<p><b>Links to KS4</b></p> <p>GCSE Textiles</p> <p>All skills learned in Year 7, 8 and 9 are crucial for success at KS4 in Textiles.</p> <p>Students are expected to plan, develop their ideas, show their creativity and imagination and create their final piece. They are expected to use Textile techniques, equipment and materials to produce artwork to a high level of skill. Students are expected to look at the work of others and demonstrate they can analyse a picture and determine how it was made, the reasons behind the artwork and what the artist is trying to communicate.</p> <p>Students are expected to work independently to complete their work in their own time as well as lessons.</p>