

Ostriches, Robins and Woodpeckers - Autumn Term 1&2

Key Stage/Year	KS3
Approximate Number of Lessons and Term	Autumn Term 1 - 12 Autumn Term 2 - 16
Qualification/Exam (if applicable)	Working towards NCFE Level 2 Certificate in Art and Design (KS4 - Higher achievers) Working towards NCFE Level 2 Award in Creative Craft (KS4 - Lower achievers)

Consideration of prior learning	Initial and diagnostic practical assessment to gauge understanding of prior knowledge, through verbal, written discussion and practical observations. SOW to be adapted to meet individual needs and skill level/understanding particularly for new students e.g., following KS2 SOW to foster a scaffolded approach to learning to ensure understanding.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	Initial and diagnostic practical assessment to gauge understanding of prior knowledge, through verbal, written discussion and practical observations. This will be documented within sketchbooks.

How will learners' knowledge, skills and understanding be checked at the end of the unit?	Review of sketchbooks which will include practical and written tasks completed by each student. This will be compared to the National Curriculum for KS3 (depending on ability during initial assessment) to monitor progress.
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Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
Drawing: Initial assessment	2	<ul style="list-style-type: none"> ● Ask and answer questions about the starting points for their work. ● Observational drawing (baseline assessment). ● Defining key drawing terms e.g., line, mark, tone, form and texture. 	<p>Zones of regulation. Recognising and analysing artists from a range of cultural backgrounds. Adhering to safe working practices within the classroom. Differentiation to ensure each student can access set tasks.</p>
Drawing: Understanding Line, Marks, Tone, Form and Texture	10	<ul style="list-style-type: none"> ● Use dry media to make different marks, lines, patterns and shapes within a drawing. ● Experiment with wet media to make different marks, lines, patterns, textures and shapes. ● Explore colour mixing and blending techniques with coloured pencils. ● Use different techniques for different purposes i.e. shading, hatching within their own work. ● Use pencils 2H, F and 4B to evidence understanding of tonal values. 	<p>Opportunity for self-reflection and review/critique. Zones of regulation. Working as a part of a group/peer review. Adhering to safe working practices.</p>
Drawing: What are patterns? How they are created and the impact they have.	6	<ul style="list-style-type: none"> ● Analysing the use of patterns used in a range of artworks e.g. William Morris, Damien Hirst and Sarah Morris. ● Using a variety of mark making 	<p>Zones of regulation. Opportunities for self and peer review. Time management strategies Reviewing artists from different cultures</p>

		<p>tools/mediums to create patterns.</p> <ul style="list-style-type: none"> • Show an awareness of patterns displaying a third dimension with use of shading. 	<p>and backgrounds. Developing fine motor skills.</p>
Painting with acrylic paint: Initial assessment	2	<ul style="list-style-type: none"> • Identify techniques and application methods using acrylic paint. • Assess gaps in understanding through key terminology worksheets. 	<p>Building resilience with regards to tutor feedback. Question and debate techniques Zones of regulation.</p>
Painting: Understanding perspective and composition when using paint mediums.	4	<ul style="list-style-type: none"> • Begin to use a simple perspective in their work using a single focal point and horizon. • Begin to develop awareness of composition, scale and proportion in their paintings e.g., foreground, middle ground and background. • Show an awareness of how paintings are created i.e. composition. 	<p>Adhering to safe working practices. Self and peer review. Zones of Regulation. Opportunities to develop verbal and non-verbal communication skills.</p>
Painting: Understand the impact of colour theory when painting	2	<ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complimentary and contrasting colours. • Mix and identify primary, secondary and tertiary colours. 	<p>Zones of regulation. Opportunity to participate in group work and discussion. Developing communication skills.</p>
Drawing and Painting: Artist research to inform practical techniques	4	<ul style="list-style-type: none"> • Develop a painting from a drawing based on artist research (Carolee Clark). • Carry out preliminary studies, trying out different media, tools and materials and mixing appropriate colours. • Utilise knowledge of colour theory, tools and materials to create a painting inspired by Carolee Clark. 	<p>Self and peer-review. Building resilience and confidence within artistic abilities.</p>

<p>Possible Adaptations for Higher and Lower Achievers</p>	<p>Higher achiever: Opportunities to develop technical skill and understanding of concepts through extension tasks. Opportunities for independent learning to develop confidence. Evidence secure understanding through peer learning.</p> <p>Lower achiever: Template worksheets to support evaluation and self-reflection, 1-1 demonstrations to support practical techniques. Embedding KS2 curriculum where gaps have been identified. Scaffolded learning approach to ensure thorough understanding.</p>
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<p>National Curriculum for Art and Design</p>	<p>Key Stage 3: Pupils should be taught -</p> <ul style="list-style-type: none"> ● To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ● To use a range of techniques and media, including painting ● To increase their proficiency in the handling of different materials ● To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ● About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
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