



CURRICULUM PLAN 20/21/ Art & Design KS3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Student completes guided baseline drawing and questionnaire	Student chooses an image and uses graphite and a 2B pencil to create a line drawing.	Student adds tone, fine detail and texture to their drawing using shading techniques	Student creates a second drawing choosing a different media (chalk/ charcoal/ pen and ink/ watercolour pencils)	Student continues and completes second drawing with detail and a background	Student creates an image research page for their initial ideas.	Student creates a research page on Roy Lichtenstein identifying key features of his style	Student develops one of their drawings in the style of Roy Lichtenstein using paint.
Term 2	Students create a press print tile linking to their theme and ideas. Using the tile they produce a basic series of prints	Students work into their prints with different techniques and media.	Student creates a research page on Andy Warhol identifying key features of his style	Student produces prints from the same or a second tile adopting key features of Warhol's style	Student mounts up and presents Warhol as a finished outcome for display.	Student experiments with Photoshop to create a repeat image again linking to Warhol using screen shots to evidence image development	Students mount up and present their Photoshop work	
Term 3	Student chooses an object or character from their image research and creates it in Modroc	Student develops paint techniques to complete their sculpture/mask	Student creates a research page on Claes Oldenburg/Jann Haworth	Student takes a series of photographs of their sculpture/mask	Student creates a research page on Peter Blake and use of collage in Pop Art	Student creates their own Pop Art Collage		
Term 4	Tutorial with teacher to determine most successful pieces and future direction of the project. Agree focus Student collects any additional research/	Student continues research/ photographs and makes drawings to record ideas	Student continues research/ photographs and makes drawings to record ideas	Student creates artist research pages on contemporary artists influenced by the Pop Art movement	Student creates an artist study of their chosen artist	Student experiments further to refine their idea and work toward a final response		



CURRICULUM PLAN 20/21/ Art & Design KS3

	photographs/ makes drawings							
Term 5	Student experiments further to refine their idea and work toward a final response	Continuation of refinement samples and compositions, adding annotations reflecting on success.	Continuation of refinement samples and compositions, adding annotations reflecting on success.	Continuation of refinement samples and compositions, adding annotations reflecting on success.	Continuation of refinement samples and compositions, adding annotations reflecting on success. Tutorial to agree and plan final response			
Term 6	Student finalises idea for final personal response and begins.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Student prepares and present project and final personal response to group.	

Core Questions: This section should list all of the core questions you **want** ALL students to be able to answer by the end of this unit. Do not include questions that you do not mind if students cannot answer. i.e. When was Pythagoras born? Where applicable these should refer to the lessons in which students are taught the knowledge that will link to this assessment. This will ensure teachers check as they are delivering students are learning the required information. These questions should be primarily focussed on knowledge/recall rather than extended pieces of writing. i.e.

English...

- What is a lexical field? A number of words in a paragraph or text that all have to do with the same theme.
- How is a setting best described in a story? Multiple mentions and small descriptions throughout the story.

History...



CURRICULUM PLAN 20/21/ Art & Design KS3

Unit Name: Pop Art Icons

Recommended Teaching Time: 6 x Terms

Overview and Aims

- Project currently undertaken when KS3 students arrive at Summerfield. The project covers all assessment criteria required for the OCR Entry Level Art & Design course and can contribute to the KS4 GCSE Art & Design Project which is assessed using a more advanced version of the assessment criteria.
- Students are introduced to the theme of Pop Art Icons as a starting point for their ideas. They are guided to explore the work of a range of artists including Warhol, Lichtenstein, Blake, Oldenberg and Haworth in order to support the development of their ideas.
- Students are taught a range of Art and Design applications during the idea development stage of the project using the concepts and techniques of the various Pop Artists to inspire and further their ideas.
- These applications will include drawing, painting and photography, digital manipulation of imagery, collage, printing techniques, textiles and sculpture.
- Students select their strongest experiments and ideas and use these to help them develop a final personal response.
- Students are supported to select and present their strongest work as a portfolio appropriate to their artwork.



CURRICULUM PLAN 20/21/ Art & Design KS3

✓ I can statements (star the “essentials”)

- ✓*I can create a line drawing from an image.
- ✓*I can add tonal shading to a drawing.
- ✓I know what texture is and how to create it in a drawing.
- ✓I can create drawings using more than one media.
- ✓*I can create an image research page.
- ✓*I can research an artist.
- ✓I can identify key features or Roy Lichtenstein’s paintings.
- ✓I can make a painting in the style of Roy Lichtenstein.
- ✓*I can design and make a print.
- ✓I can identify key features of Andy Warhol’s prints.
- ✓I can make a print in the style of Andy Warhol.
- ✓*I can use some basic tools on Photoshop.
- ✓I can use Photoshop to produce a repeated image design.
- ✓I can electronically record the development of a piece of work.
- ✓I can present a piece of work for display.
- ✓*I can use Modroc and papier mache to create a sculpture.
- ✓*I can use paint techniques to decorate my sculpture.
- ✓I know what a soft sculpture is.
- ✓I know that Claes Oldenberg made giant sculptures of everyday objects.
- ✓*I can take photographs to record my work.
- ✓I can identify key features of Peter Blake’s work.
- ✓*I can make a collage.
- ✓*I can discuss my ideas with my teacher and decide how I would like to develop them.
- ✓*I can record an idea using drawing.
- ✓*I can find an artist who links to my ideas.
- ✓*I can describe what the Pop Art Movement was.
- ✓*I can create experiments and samples to refine my ideas.
- ✓*I can create a final piece from my ideas.
- ✓I can reflect on my progress using a learning log.
- ✓I can present my work and ideas to others.

Critical Content, Key Words & Additional Notes

Critical Content:

(AO1) Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.

(AO2) Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.

(AO3) Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.

(AO4) Present a personal and meaningful response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.

Terminology & Key Words:

line	style	print	Modroc	record
tone	technique	repeat print	papier mache	collage
texture	feature	icon	mass media	annotate
shading	comic book	Pop Art	sculpture	experiment
observation	simplified	Photoshop	soft sculpture	develop
Image research	composition	tools	oversize	refine



CURRICULUM PLAN 20/21/ Art & Design KS3

Prior Years Learning - Strengths and Weaknesses

Students experience of Art & Design prior to their time at Summerfield varies widely. This project attempts to give students a broad skill base on which they can build if they continue to GCSE. It can also be differentiated to a more basic level for less able students or those who have large gaps in their existing knowledge.

Misconceptions

- Students find the idea of including pieces of work which are not to their satisfaction difficult. It is important to highlight throughout the importance of all the experiments including those which they feel were unsuccessful as this demonstrates the exploration and refinement of their ideas which is essential for the assessment criteria and their attainment.
- Students do not always understand the value of looking at the work of others particularly if visually they do not respond positively to the visual appearance of the work. This can again be combated by stressing the requirements of the assessment criteria.
- It is important to have writing frames, scaffolds and literacy mats available to support students in annotating their work so that they are able to add this independently as they complete outcomes.
- For students whose effort and work quality is erratic ensure that they only work on one side of paper in sketchbooks or produce their work on paper. This allows for careful selection and presentation of their strongest work prior to submission to the exam board.

Assessment details

Work is assessed holistically as per the OCR exam board assessment criteria. This is done on a termly basis. Detailed written feedback is issued to students. Individual pieces of work are marked and feedback given for their improvement or to support the student's idea development. This is done at the front of the sketchbook as written feedback is not permitted on the work when submitted to the exam board. Verbal feedback during lessons forms a significant portion of student assessment.



CURRICULUM PLAN 20/21/ Art & Design KS3

Lesson No (if applicable)	Question	Answer	Probable misconceptions (if applicable)
AO3	What is tone?	The lightness or darkness of something.	
AO3	How do you tone to a pencil drawing?	Look closely for areas of dark and light and vary the level of shading you apply to a drawing.	
AO3	What is texture?	The feel or the look of the feel of something.	
AO3	How can you create texture in your drawings?	By considering how you use your pencil and the marks you use e.g. Squiggles for curly hair	
AO3	How do you create an image research page?	Collect and arrange a selection of pictures which relate to/ convey your ideas.	
AO1	What should you find out and include when researching an artist?	What their work looks like, when and where they were working, what ideas influenced them or did they explore, how did they make their art work.	Students often plagiarise chunks of biographical information about an artist which bears no relevance their work. It is important to address and dispel this.
AO1	What are the key features of Roy Lichtenstein's paintings?	use of blocked primary colours / simplified / black outline/ comic book style/ use of text	
AO2	How do you make a print?	This may vary according to staff delivery. Create your design on press print. Use an ink roller and printing	



CURRICULUM PLAN 20/21/ Art & Design KS3

		ink to then produce the print.	
AO1	What are the key features of Andy Warhol's prints?	repetition/ bright and contrasting colours/ celebrities/ products or brands	
AO2	What is Photoshop? Give an example of what you can do on it?	An image editing software. Answer will be dependent upon students own exploration.	
AO2	What is ModRoc and how do you use it?	Plaster of Paris modelling bandage that you can use to create sculptures	
AO2	What is papier mache and how do you use it?	A malleable mixture of glue and paper which can be used to create 3d forms as it dries hard and can be painted on.	
AO2	Describe how you would go about painting a mixed media sculpture?	Block colours in using a base coat. Add detail with finer brushes. Exaggerate 3D shape if required through shadows and strong highlights.	
AO1	What are the key features of Claes Oldenberg's work?	Large scale/ everyday objects/ soft sculptures/ humour	
AO1	What is a soft sculpture?	A sculpture made from fabric.	
AO3	What do you need to consider when taking a photograph of a sculpture?	Composition of the shot/ lighting/ focus/ angles.	



CURRICULUM PLAN 20/21/ Art & Design KS3

AO1	What are the key features of Peter Blake's collages?		
AO2	What is a collage?	Assembling different images together to create a new art work.	
AO1	How would you create a piece of work in the style of Peter Blake?	Cut out lots of images from popular culture and put them together to create a new image.	
AO1	What is the Pop Art Movement	A movement of artists from 1950's onwards in the UK and America. Interested in exploring imagery from pop and mass culture. Challenged the art world. Still impacting on our visual culture today.	
AO3	What is important when making a drawing to record your ideas?	That you chose an image which will be useful for you to develop your ideas	
AO1	How do you go about finding an artist who links to and inspires your ideas?	Discuss with staff/ research through books or the internet	
AO1	How do you use artist research to help you develop your own work?	Use artists ideas and techniques which I find interesting	
AO2	How do you show the development of your ideas in your sketchbook?	Present work clearly and logically. Annotate strengths and areas for development. Include both successful samples and experiments	



CURRICULUM PLAN 20/21/ Art & Design KS3

		and those that were less so.	
	How do you reflect on your progress?	Reflect each lesson through my learning log questions.	
	How are you assessed in Art & Design	Against 4 criteria each worth 25% <ul style="list-style-type: none">- Recording ideas- Developing and refining my ideas through materials- Developing my ideas through looking at the work of others- Creating a final personal response. Progress is made by working through the criteria and trying to continuously improve the quality of the outcomes I create.	
	How do you decide on what to do for your final piece?	choose what has been most successful, you have enjoyed creating the most, listen to guidance from teacher and peers opinions, consider how much time you have	



CURRICULUM PLAN 20/21/ Art & Design KS3

	How do I plan out and create a final piece?	consider compositions, materials and make sure you have tested them,	
	How do I present and discuss my work with others?	decide what you want others to know about your work, identify the links and inspiration of other artists, speak with confidence and pride, invite others questions and opinions	