



Medium Term Learning Plan

Year/Group: KS3

Course: **Festival**

About the unit	Assessment Focus
<p style="text-align: center;"><u>Festival</u> <u>3D/Drawing</u></p> <p>Pupils will develop their knowledge and experience of colour theory as well as learning about different cultures.</p> <p>This project can be based on any multicultural art focusing particularly on the cultural connections and where it originated.</p> <p>To look at the media and materials used.</p>	<p>Attainment targets by the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.</p> <p style="text-align: center;">In house assessment. Unit awards progress.</p>
Key Content to be covered	Expected Learning Outcomes
<p>Pupils will research festivals and Mardi Gras in different countries and how we celebrate religious holidays such as Lent, fasting and Easter etc...</p> <p>Pupils will use different types of materials and media to create drawings, paintings, collages. Pupils will also create a festival mask that could be worn to a celebration.</p> <p>Pupils should be able to describe the art work using the artist's vocabulary identifying the origins – likes, dislikes and its meaning.</p> <p>Pupils should be able to investigate existing multicultural art and use this to produce their own pieces.</p> <p>Pupils will be challenged to experiment with a wider range of materials and experiences while developing knowledge and technique.</p>	<p style="text-align: center;">By the end of this scheme students will be able to:</p> <ul style="list-style-type: none"> • To produce pieces of work representing culture. Pupils will be able to describe the work of the artist using descriptive artist vocabulary. • Pupils should be able to express their likes and dislikes, identify the style and meaning. • To successfully research and present information to support project and final piece. <ul style="list-style-type: none"> • To produce a piece of work in the style of the Artist.

Key Skills to be developed including Literacy and Numeracy	Key Assessment Points (evidence)
<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<ul style="list-style-type: none"> • Producing work to support task set. • Apply and extend experiences. • Investigate materials and media used. <ul style="list-style-type: none"> • Adapt and refine their work. • Analyse own and others work and express opinion.
Language for Learning	Links to EBD/ personal, social and emotional needs
<p>KEY VOCABULARY/ LITERACY LINKS. Use relevant words to the culture and style or art. *Multicultural *Select. Any word relevant to chosen culture.</p> <p>Sentence starters</p> <ul style="list-style-type: none"> • Give reasons for... • This Art originate from... • The materials I have use are. • How could you improve, explain why? 	<p>Learning - 1 to 5 Conduct - 6 to 10 Emotional -</p>

Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
1	<p>To learn about a new Culture and its Art, festivals and Mardi Gras in different countries and how we celebrate religious holidays such as Lent, fasting and Easter etc...</p> <p>Describe the work of the chosen culture using descriptive artist vocabulary</p>	<p>Introduce pupils to new topic and the chosen culture and celebration. Identify style and using descriptive language articulate the likes and dislikes, what they think the image is about and what the Art is trying to convey or celebrate.</p>	<p>Show pupils a selection of images showing the work created by its culture and festival celebrations..</p> <p>Group discussion. Talk about the style, Likes dislikes etc... Can the festival or celebration be identified from item/art?</p>	<p>Successfully identify the culture and verbally critique the work using Artist vocabulary and expressing personal opinions.</p> <p>Have they achieved the LO?</p>
2	<p>Record observations.</p> <p>Discuss and question critically</p>	<p>Explore and Develop Ideas</p> <p>Research the cultural Art, festivals and celebrations through varies resource such as the internet, books, and visual stimuli. Group discussion about the work, likes/dislikes and the identified origin.</p>	<p>Organise and present research in a collage or sketch book.</p> <p>Show examples of a successful sketch book or collage to illustrate task and what's required. This can be done with past pupils of even clips on you tube or if combatant demonstrations of techniques.</p>	<p>Trough questions and answers to assess level of knowledge and understanding.</p> <p>By outcome and level of work.</p> <p>Have they achieved the LO?</p> <p>Recorded on the assessment grid.</p>

Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
3	<p>Organise and present information in different ways.</p> <p>Investigate and combine materials.</p>	<p>Explore and develop ideas</p> <p>Experiment with techniques and media. Create a study of work in sketch books, on mood boards or simply single piece studies.</p>	<p>Develop research with annotation.</p> <p>Organise and present work in a collage, mood board or sketch book</p> <p>Experiment then practice using new materials and techniques. Expand experiences through investigation.</p> <p>Continue with creating sketches and ideas to lead to final piece of work.</p>	<p>Through completion of tasks and level.</p> <p>Successfully organise and present information through planning, investigating and combining materials/ideas.</p> <p>Have they achieved the LO?</p>
4	<p>Apply and extend experiences.</p>	<p>Investigate and making</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Explore, manipulate and combine materials for a purpose.</p>	<p>Use a range of media appropriate to chosen culture, festival and celebration, develop drawings and plans in order to make an informed choice of media for final piece.</p>	<p>Have they achieved the LO?</p> <p>Have successfully mastered new techniques and understand the visual and tactile qualities of materials and processes.</p>

Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
5	<p>Analyse own and others work and express opinion</p> <p>Adapt and refine work.</p>	<p>Evaluate and analyse creative works using the language of art, craft and design. State methods and approaches suggest ways to improving and refining them.</p> <p>Investigate and making</p>	<p>Individual evaluations to be completed with teacher, reflecting on progress and work completed. Identify how to fine and improve, identify successes and implement plan to refine work.</p>	<p>Have new techniques been accomplished, do pupils understand the visual and tactile qualities of materials and processes.</p> <p>Have they achieved the LO?</p> <p>Recorded on the assessment grid.</p>
6	<p>Understand visual and tactile qualities of materials and processes.</p>	<p>Pupils should experiment with a wide range of materials, processes and techniques. Use sketchbooks to investigate and record outcome.</p> <p>Self-assessment, reflection and plan for development.</p> <p>Individual progress meeting to assess knowledge and understanding.</p> <p>Pupils to complete self-assessment grid.</p>	<p>Understanding tactile qualities should come from investigation of new materials, processes and techniques. This should be evident in pupil's sketch books and through choices made for the final piece.</p> <p>Individual and group discussions to reflect on successes and finding.</p> <p>What is taken from this to refine and develop work.</p>	<p>Have they achieved the LO?</p> <p>Recorded on the assessment grid.</p>

Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
7	To gain knowledge in multicultural artefacts.	<p>To know and recall some of the key words related to the topic.</p> <p>To know and recall the names and techniques given to this topic.</p>	<p>Planning and short sentences to support topic, evident in sketch books.</p> <p>Portfolio and final piece.</p>	<p>Have they achieved the LO?</p> <p>Recorded on the assessment grid.</p> <p>Through outcome.</p>

Medium Term Learning Plan

Year/Group: KS3

Course: Mystical Creatures, Junk Modelling

About the unit	Assessment Focus
<p><u>Mystical creatures</u> <u>Junk Modelling</u></p> <p>Pupils will learn about the environment and the effects plastic waste has on the earth. Pupils will learn about different sea creatures, sea life and their habitat.</p> <p>Pupils will also learn to form, design and construct.</p> <p>Inspire and challenge pupils, equipping them with the knowledge and skills to experiment.</p>	<p>Attainment targets by the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.</p> <p>SIMS. In house assessment.</p> <p>Unit awards progress.</p> <p>Working towards Vocational qualifications and GCSE.</p>
Key Content to be covered	Expected Learning Outcomes
<p>Pupils will be drawing from observation then creating their own sea creatures Pupils will use Junk modelling to create their 3D design with an emphasis on using plastic waste, showing patterns, features and incorporating mixed media.</p> <p>Investigate existing forms of 3D Art. Experiment using a variety of different materials to produce a 3D Robot. Pupils will be challenged to experiment with a wider range of materials and experiences while developing knowledge and techniques.</p>	<p>By the end of this scheme students will be able to:</p> <ul style="list-style-type: none"> • Pupils will be able to describe the work of 3D Art using descriptive 3D Art vocabulary. • Pupils should be able to express their likes and dislikes, identify the style and meaning. • To successfully research and present information to support the project. • To produce pieces of work in the style of the 3D Art and ideally a final piece.

Key Skills to be developed including Literacy and Numeracy	Key Assessment Points (evidence)
<p>Explore and develop ideas through discussions and critical questions, recording observations, organising and presenting information in different ways.</p>	<ul style="list-style-type: none"> • Investigate and combine materials. • Apply and extend experiences • Design and make a 3D Junk Model. • Analyse own and others' work and express opinion. • Adapt and refine their work. <ul style="list-style-type: none"> • Produce work to support tasks set.
Language for Learning	Links to EBD/ personal, social and emotional needs
<p><u>Key vocabulary/Literacy links.</u> Use relevant words for 3D Art *Explore *Experiment *Describe *Select *Dimensional *Rough *Uniform *Random *Delicate *Smooth*Composition*Contrast*Modelling</p> <p>Sentence starters</p> <ul style="list-style-type: none"> • <i>In this piece I have...</i> • <i>The materials I have used are...</i> • <i>The technique I have used is...</i> 	<p style="text-align: center;">Learning – 1 to 5 Conduct – 6 to 10 Emotional – 12, 13, 14</p>

Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
1	Introduction to the topic and explore existing knowledge.	<p>Demonstrate existing knowledge and understanding of 3D junk modelling. Think and record ideas for everyday items that could be used.</p> <p>Group discussions and then each pupil to demonstrate their own level of knowledge.</p>	<p>Mind mapping activity using words, drawings and images of objects.</p> <p>A collage can be a good way to record ideas.</p> <p>Research mystical creatures.</p>	<p>Questions and answers to assess level of knowledge and understanding.</p> <p>By outcome and level of work.</p> <p>Have they achieved the LO?</p> <p>Recorded on the assessment grid.</p>
2	<p>Explore existing 3D Art work and analyse their key features.</p> <p>Discuss and question critically</p>	<p>Explore and Develop Ideas</p> <p>Research existing 3D Art work through a variety of resource, such as; the internet, books, visual stimuli, photographs.</p> <p>Group discussion about 3D Art and the work, likes/dislikes and the identified style.</p>	<p>Use of ICT to research different forms of 3D art and 3D artists.</p> <p>Pupils should try to find references to mystical creatures.</p> <p>Organise and present research in a collage or sketch book.</p> <p>Produce sketches using research as a reference.</p>	<p>Investigate existing 3D junk Models and analyse their key features to then produce sketches for future references.</p> <p>Questions and answers to assess level of knowledge and understanding.</p> <p>By outcome and level of work.</p>

Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
3	<p>Organise and present information in different ways.</p> <p>Investigate and combine materials</p>	<p>Explore and develop ideas</p> <p>Experiment with techniques and mixed media.</p>	<p>Develop research with annotation.</p> <p>Experiment then practice using new materials and techniques. Widen experiences through investigation.</p> <p>Teacher led task demonstrating how to build junk modelling</p> <p>Continue with creating sketches/collage ideas to ideally lead to final piece of work e.g. 3D Mystical creature.</p>	<p>Questions and answers to assess level of knowledge and understanding.</p> <p>By outcome and level of work.</p> <p>Have they achieved the LO?</p> <p>In house assessment grid.</p>
4	<p>Apply and extend experiences.</p> <p>Analyse own and others work and express opinion</p>	<p>Investigate and making</p> <p>Experiment with techniques and media. Learn to fix items together and create the look of something different to its intended original use.</p>	<p>Teacher led task demonstrating how to compile objects to create different forms.</p> <p>Select a final idea and begin to make.</p> <p>Self and peer analysis to help identify best final design idea</p>	<p>Questions and answers to assess level of knowledge and understanding.</p> <p>By outcome and level of work.</p> <p>Have they achieved the LO?</p> <p>In house assessment</p> <p>Unit award.</p>

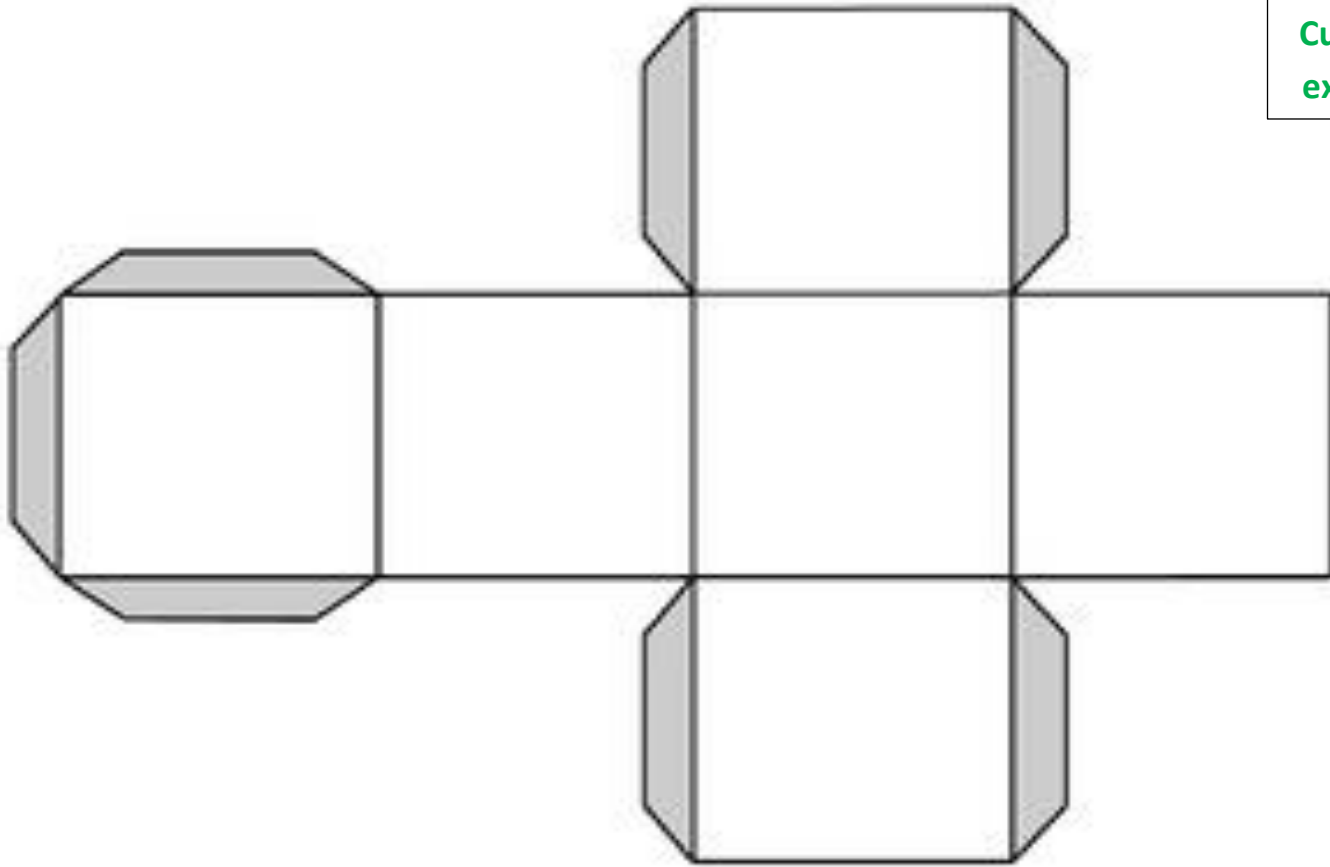
Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
5	Adapt and refine work	Investigate and making	<p>Continue making a 3D Mystical creature</p> <p>Develop and update design ideas and annotate as practical is undertaken.</p> <p>Self-analyse progress and issues experienced.</p>	<p>Questions and answers to assess level of knowledge and understanding.</p> <p>By outcome and level of work.</p> <p>Have they achieved the LO?</p> <p>Recorded on the assessment grid.</p>
6	Understand visual and tactile qualities of materials and processes.	Making of practical pieces.	<p>Continue making a 3D mystical creature related to research.</p> <p>Develop and update design ideas and annotation as practical is undertaken.</p> <p>Self-analyse progress and issues experienced.</p> <p>Demonstrate to learners how to visualise the qualities of their work</p>	<p>Questions and answers to assess level of knowledge and understanding.</p> <p>By outcome and level of work.</p> <p>Have they achieved the LO?</p> <p>Recorded on the assessment grid</p>

Sample ideas



3D cube designs





Cube net
example