

Raffles International School Long Term Plan
Art and Design 2017 – 2018
Year 3

| Week & Unit | Skills & Concepts | Suggested Activities | Resources | Assessment |
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| Term 1 | | | | |
| Week 1 5 th Sep – 7 th Sep | Draw out your name Create a mind map of your interests and hobbies | Classroom rules, expectations and routines Name activity – getting to know the students | Colour pencils Markers Paper Pencils | Teacher assessment – formative Questions and answers |
| Week 2 10 th Sep – 14 th Sep Week 3 17 th Sep – 21 st Sep Formal Elements Introduction | Recall formal elements of art (color, line, shape, form, texture, tone space, form, pattern) Incorporate formal elements into design work To explain each element in their own words | Introduction to formal elements of art - Class discussion on formal elements of art through PowerPoint (color, line, shape, texture, tone, pattern) Students will explore a variety of formal elements to produce a brainstorm of ideas which will be reflected in their final project/s Students will define and draw each element in their own style | PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
| Week 4 24 th Sep – 28 th Sep Week 5 1 st Oct - 5 th Oct Baseline Testing | Observational drawing assessment | Use formal elements of art and design to draw a still-life composition | Powerpoint Paper Pencils Erasers Visual images for starting points | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
| Week 6 8 th Oct– 12 th Oct Week 7 15 th Oct – 19 th Oct Week 8 22 nd Oct – 26 th Oct Unit 1 Formal Elements Final Project | Incorporate formal elements into design work | In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern. | PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
| Half Term Week 9 29th Oct – 2nd Nov | | | | |
| Week 10 5 th Nov – 9 th Nov Unit 1 (to be continued) Formal Elements Final Project | Incorporate formal elements into design work | In the unit, students will create an abstract drawing using different types of line and shape. They will apply further detail to create background using lines, colour, tone, texture and pattern. | PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment) |
| Week 11 12 th Nov – 16 th Nov Week 12 19 th Nov – 23 rd Nov | Recognise the importance of National Day in the UAE Create 4 – 6 tints of a colour | Recognise the importance of National Day in the UAE Create 4 – 6 tints of a colour Draw popular icons & objects of | Erasers Drawing paper Tempera paint Mixing pots Pencils Paint brushes | Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative |

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| <p>Week 13 26th Nov – 30th Nov</p> <p>Week 14 3rd Dec – 7th Dec</p> <p>Week 15 10th Dec – 14th Dec</p> <p>Unit 2 National Day Tinted Landscape</p> | <p>Draw popular icons & objects of the UAE</p> | <p>the UAE</p> | <p>Black markers Rulers Water containers Images of the UAE</p> | <p>Final Evaluation (self-assessment)</p> |
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Winter Break
Week 16, 17, 18
17th December – 6th January 2018

Term 2

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| <p>Week 19 7th Jan – 11th Jan</p> <p>Week 20 14th Jan – 18th Jan</p> <p>Week 21 21st Jan – 25th Jan</p> <p>Week 22 28th Jan – 1st Feb</p> <p>Week 23 4th Feb – 8th Feb</p> <p>Unit 3 Printmaking Still Life</p> | <p>Understand what is printmaking</p> <p>Become familiar with the work of art Tom Wood</p> <p>Draw from observation using formal elements of art</p> <p>Transfer original drawing to tracing paper and then onto polyboard</p> <p>Understand basic safety procedures associated with printmaking in general</p> <p>Create a polyboard print using a range of markmaking techniques</p> <p>Use collage techniques to make a selection of printing surfaces</p> <p>Use printing inks to print Experiment with colour mixing and printing techniques</p> | <p>In this unit of work students will learn to create multiple images of a still life drawing using the process of printmaking. Students will start by drawing from secondary observation, this will then be traced and transferred onto a printing plate (polyboard) and etched into using a pointed tool. The printing plate will then be printed onto collaged paper created by the students in a variety of materials. Throughout this unit students will revise prior learning of formal elements of art and apply these to both their drawing, collage and their final prints. They will also learn about printmaking artist Tom Wood. Students will explore his artwork to inspire ideas for their drawings and prints.</p> | <p>Powerpoint Images of still life drawings Examples of artist work Paper Pencils Erasers Tracing paper Blu tac Variety of papers for collage Glue sticks Printing inks Inking trays Rollers Newspaper Tissue paper</p> | <p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p> |
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Half Term
Week 24
11th Feb – 15th Feb

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| <p>Week 25 18th Feb – 22nd Feb</p> <p>Week 26 25th Feb – 1st Mar</p> <p>Week 27 4th Mar – 8th Mar</p> <p>Week 28</p> | <p>Become familiar with artist Paul Klee and his unique style of art.</p> <p>Make a collage using newspapers.</p> <p>Identify and use a variety of shapes and lines in their</p> | <p>In this unit students will be introduced to the Swiss-German artist Paul Klee and learn about his unique style of art. They will create an artwork inspired by the artist's famous painting "the castle and the sun" by recognizing the characteristics of his painting such as geometrical shapes and bright</p> | <p>Visual images of artist's artworks PowerPoint Teacher sample of work Markers Watercolors Pencils Erasers</p> | <p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p> |
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| <p>11th Mar – 15th Mar</p> <p>Week 29 18th – 22nd Mar</p> <p>Unit 4 Paul Klee Castles</p> | <p>drawings.</p> <p>Create a castle design inspired by the artist</p> <p>Apply watercolor to show contrast of colours between the different shapes of the artwork</p> | <p>colors, and use a variety of mediums. They will first create a collage background using newspaper and then draw their own castle design and colour it in the style of the artist using watercolours.</p> | | |
| <p>Spring Break Week 30, 31 25th Mar – 7th Apr</p> | | | | |
| <p>Term 3</p> | | | | |
| <p>Week 32 8th Apr – 12th Apr</p> <p>Week 33 15th Apr – 19th Apr</p> <p>Week 34 22nd Apr – 26th Apr</p> <p>Unit 4 (to be continued) Paul Klee Castles</p> | <p>Become familiar with artist Paul Klee and his unique style of art.</p> <p>Make a collage using newspapers.</p> <p>Identify and use a variety of shapes and lines in their drawings.</p> <p>Create a castle design inspired by the artist</p> <p>Apply watercolor to show contrast of colours between the different shapes of the artwork</p> | <p>In this unit students will be introduced to the Swiss-German artist Paul Klee and learn about his unique style of art. They will create an artwork inspired by the artist’s famous painting “the castle and the sun” by recognizing the characteristics of his painting such as geometrical shapes and bright colors, and use a variety of mediums. They will first create a collage background using newspaper and then draw their own castle design and colour it in the style of the artist using watercolours.</p> | <p>Visual images of artist’s artworks PowerPoint Teacher sample of work Markers Watercolors Pencils Erasers</p> | <p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p> |
| <p>Week 35 29th Apr – 3rd May</p> <p>Week 36 6th May – 10th May</p> <p>Week 37 13th May – 17th May</p> <p>Week 38 20th May – 24th May</p> <p>Week 39 27th May – 31st May</p> <p>Week 40 3rd Jun – 7^h Jun</p> <p>Week 41 10th Jun – 14th Jun</p> <p>Unit 5 Cezanne Still Life</p> | <p>Become familiar with Paul Cezanne and his still-life paintings</p> <p>Recognize and explain a still life</p> <p>Draw a still life</p> <p>Identify different techniques to use oil pastels</p> <p>Apply colour to show highlights, tone and shadows within still life objects</p> <p>Design a patterned background</p> | <p>In this unit students will understand the genre of still life in art. They will explore the works of Paul Cezanne and become familiar with his life, style of painting and subject matter. Students will then go on to draw their own still life from primary or secondary observation and experiment with different techniques and effects of oil pastels. They will then use their knowledge of formal elements to render a realistic still life showing a variety of tone, highlights and shadows.</p> | <p>Visual images of artist work on PowerPoint Teacher sample of work Oil pastels Paints Still life set-up Still life images Pencils Erasers “An Apple a Day” by Caroline Arnold</p> | <p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p> |
| <p>Week 42 17th Jun – 21st Jun</p> <p>Week 43 24th Jun – 28th Jun</p> | <p>Create art folders Organize work into folders Decorate folders</p> | <p>Students will appreciate and re-cap the work they have done during the year. They will have the opportunity to add finishing touches to their work and/or</p> | <p>Folders Markers Colour pencils</p> | <p>N/A</p> |

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| <p>Week 44 1st July – 5th July</p> <p>Extension Unit Completing unfinished projects, making art folders and distribution of student work</p> | | <p>complete any unfinished work and take their artwork home.</p> | | |
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