

ART LONG TERM CURRICULUM PLANNING OVERVIEW:

ART DEPARTMENT

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn A topic	The Formal Elements	Abstract portraits	Pop Art	First Coursework Unit	Second Coursework unit
Autumn A Knowledge	<p>The aim of this unit is to introduce students to the Formal Elements of Art linking them to a variety of artists. Both contemporary and Historical.</p> <p>They will develop an understanding of art, craft and design processes, associated equipment and safe working practices.</p> <p>They will explore and experiment with ideas, materials, tools and techniques.</p> <p>They will use a range of media to produce a variety of outcomes which include: colour wheel, paint wheels, tone scale, texture boxes, looking at shape and form, harmonious and contrasting colours.</p>	<p>Exploring visual, tactile and other sensory qualities of their own and others' work. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. Developing their own views and expressing reasoned judgements. Analysing and reflecting on work from diverse contexts.</p> <p>Outcome: Painting</p>	<p>The aim of this unit is to consolidate and reinforce many of the skills developed throughout KS3 and build on those needed for GCSE. Students will explore the meaning and use of Pop Art and graphic styles within the historical context, looking at purpose of consumerism and its impact on the wider world.</p> <p>Outcome: Print/ Poster</p>	<p>AO1 Develop their ideas through investigation informed by contextual and other sources demonstrating analytical and cultural understanding</p> <p>AO2 Refine their ideas through experimenting and selecting appropriate resources, materials, techniques and processes</p> <p>AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms</p> <p>AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p>	<p>Continuation from Summer Year 10.</p>

<p>Autumn A Skills</p>	<p>Work with a range of materials and techniques, developing and exploring ideas in their sketch books.</p> <p>Students will be encouraged to take risks and learn from mistakes. Exploring visual, tactile and other sensory qualities of their own and others' work. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. Developing their own views and expressing reasoned judgements. Analysing and reflecting on work from diverse contexts.</p> <p>Development of literacy through use of key words and research of artists. Development of communication during group discussion and presentation. Shared reading. Annotation. Measuring shape and size.</p> <p>Using imagination and creativity in learning Willingness to reflect on their own experiences. Extending students' knowledge and use of</p>	<p>Use of imagination and creativity in their learning willingness to reflect on their experiences</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities appreciation of the wide range of cultural influences Work across areas of craft, design and applied art using a variety of techniques and processes. They will study artefacts from contemporary, personal and cultural contexts. They will document safe practise in their evaluations.</p> <p>Work independently, exploring new ideas techniques and processes. Make links between art and design and other subject areas, working in a creative environment.</p> <p>Development of literacy through use of key words</p>	<p>Students will work with polystyrene to create a print.</p> <p>Students will be encouraged to take risks and learn from mistakes. Exploring visual, tactile and other sensory qualities of their own and others' work. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. Developing their own views and expressing reasoned judgements. Analysing and reflecting on work from diverse contexts.</p> <p>Development of literacy through use of key words and research of artists. Development of communication during group discussion and presentation. Numeracy through letter measurement.</p> <p>Exploring values and belief of others. Using imagination and creativity in learning Willingness to reflect on their own experiences. Extending students' knowledge and use of cultural imagery and language.</p>	<p>Assessment of the work is based on how well the student deals with the following: personal research and planning, the ability to observe and record; sensitivity to choice and control of materials; understanding form, line, texture, pattern, tone, colour, scale, proportion; ability to develop ideas, the commitment to resolve a piece of work and the ability to see other artist's and designer's work in relation to their own.</p> <p>It aims to provide candidates with opportunities to explore a range of materials to include drawing, painting, printing, 3D, textiles, mixed media, glass, ceramics and ICT.</p> <p>Classes are organised into mixed ability groups. Homework is set fortnightly and assessed using GCSE criteria and grades. Coursework is assessed termly at the end of projects using the GCSE criteria and grades. Within Art we do group and individual criticisms of work. Work across areas of craft, design and applied art using a variety of techniques and</p>	<p>Assessment of the work is based on how well the student deals with the following: personal research and planning, the ability to observe and record; sensitivity to choice and control of materials; understanding form, line, texture, pattern, tone, colour, scale, proportion; ability to develop ideas, the commitment to resolve a piece of work and the ability to see other artist's and designer's work in relation to their own.</p> <p>It aims to provide candidates with opportunities to explore a range of materials to include drawing, painting, printing, 3D, textiles, mixed media, glass, ceramics and ICT.</p> <p>Classes are organised into mixed ability groups. Homework is set fortnightly and assessed using GCSE criteria and grades. Coursework is assessed termly at the end of projects using the GCSE criteria and grades. Within Art we do group and individual criticisms of work. Work across areas of craft, design and applied art using a variety of techniques and</p>
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	cultural imagery and language.	and research of artists and spelling tests Development of communication during group discussion and presentation. Shared reading. Annotation. Measuring shape and size. ICT via h/w tasks Maths via measuring and pattern links	Students will engage in a project that will develop and deepen skills. They will work for extended period on one piece, developing the perseverance and consistency which is sometimes lacking in today's fast paced culture.	processes. They will study artefacts from contemporary, personal and cultural contexts. They will document safe practise in their evaluations. Work independently, exploring new ideas techniques and processes. Make links between art and design and other subject areas, working in a creative environment. Explore areas that are new to them, including ideas, techniques and processes	processes. They will study artefacts from contemporary, personal and cultural contexts. They will document safe practise in their evaluations. Work independently, exploring new ideas techniques and processes. Make links between art and design and other subject areas, working in a creative environment. Explore areas that are new to them, including ideas, techniques and processes
Autumn A assessment opportunity	<u>Interim Assessment</u> <ul style="list-style-type: none"> Application of Formal Elements A01, A02, A03 	<u>Interim Assessment</u> <ul style="list-style-type: none"> Application of Facial Proportion. A03 	<u>Interim Assessment</u> <ul style="list-style-type: none"> Artist research on Burton Morris A01 	<u>Interim Assessment</u> A01, A02, A03	<u>Interim Assessment</u> A01, A02, A03
Autumn B topic	The Formal Elements	Abstract portraits	Pop Art	First Coursework Unit	Second Coursework unit
Autumn B Knowledge	Continuation of The Formal Elements	Continuation	Continuation of Pop Art	Continuation from Autumn Year 10.	Continuation of Autumn Year 11
Autumn B Skills	As Above	As Above	As Above	As Above	As Above
Autumn B Assessment opportunity	<u>End of unit Assessment</u> <ul style="list-style-type: none"> Create an 'Action Painting' A04 Write an Evaluation 	<u>End of unit Assessment</u> <ul style="list-style-type: none"> Hundertwasser style painting A04 Write an Evaluation	<u>End of unit Assessment</u> <ul style="list-style-type: none"> Application of composition 'Pop Art' A04 	<u>Interim Assessment</u> A01, A02, A03	<u>End of unit Assessment</u> A04
Spring A topic	The Potteries -Bottle Kilns	Gargoyles	Bugs and Insects	First Coursework Unit	External Exam

<p>Spring A Knowledge</p>	<p>Students will explore their local heritage and develop an understanding of the importance that the 'Potteries' had and have in day to day life. They will create a personal response considering ways to give their bottle kiln special meaning linking it to an event or making it in tribute to someone they know works in the potteries. Students will work in three dimensions using a variety of media to develop a personal response. Bottle Kilns Outcome: pinch pot bottle oven painted or glazed</p>	<p>The aim of this unit is to consolidate and reinforce many of the skills developed in Year 7. Students will engage in a project that will develop and deepen skills. They will work for extended period on one piece, developing the perseverance and consistency. Students will explore the meaning and use of gargoyles within the historical context, looking at purpose and decorative aspects. Outcome: Clay</p>	<p>The aim of this unit is to consolidate and reinforce many of the skills developed throughout KS3 and build on those needed for GCSE.</p> <p>Students will explore the importance of insects and what could potentially happen if they were to disappear. They will look at environmental factors and ways in which they can help. Outcome: Pen and ink, pastel, chalk, paint, biro</p> <p>Critical understanding Exploring visual, tactile and other sensory qualities of their own and others' work. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. Developing their own views and expressing reasoned judgements. Analysing and reflecting on work from diverse contexts Outcome: Mixed media</p>	<p>Continuation from Autumn Year 10.</p>	<p>Develop their ideas through investigation informed by contextual and other sources demonstrating analytical and cultural understanding AO2 Refine their ideas through experimenting and selecting appropriate resources, materials, techniques and processes AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p>
<p>Spring A Skills</p>	<p>Development of literacy through use of key words and research of artists. Spelling tests Development of communication during group discussion and presentation. Develop analytical skills when discussing and describing</p>	<p>Students will work with clay, using traditional hand building techniques.</p> <p>Students will be encouraged to take risks and learn from mistakes. Exploring visual, tactile and other sensory qualities of their own and</p>	<p>Work across areas of craft, design and applied art using a variety of techniques and processes. Including, drawing, painting and print making.</p> <p>They will document safe practise in their evaluations.</p>	<p>As above</p>	<p>Assessment of the work is based on how well the student deals with the following: personal research and planning, the ability to observe and record; sensitivity to choice and control of materials; understanding form, line,</p>

	<p>art from different cultures. Learning about different countries links with geography. Exploring historical cultures links with history. They will study artefacts from contemporary, personal and cultural contexts.</p>	<p>others' work. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. Developing their own views and expressing reasoned judgements. Analysing and reflecting on work from diverse contexts.</p>	<p>Work independently, exploring new ideas techniques and processes. Make links between art and design and other subject areas, working in a creative environment. use of imagination and creativity in their learning willingness to reflect on their experiences</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities appreciation of the wide range of cultural influences</p>		<p>texture, pattern, tone, colour, scale, proportion; ability to develop ideas, the commitment to resolve a piece of work and the ability to see other artist's and designer's work in relation to their own. It aims to provide candidates with opportunities to explore a range of materials to include drawing, painting, printing, 3D, textiles, mixed media, glass, ceramics and ICT.</p> <p>Classes are organised into mixed ability groups. Homework is set fortnightly and assessed using GCSE criteria and grades. Coursework is assessed termly at the end of projects using the GCSE criteria and grades. Within Art we do group and individual criticisms of work. Work across areas of craft, design and applied art using a variety of techniques and processes. They will study artefacts from contemporary, personal and cultural contexts. They will document safe practise in their evaluations.</p> <p>Work independently, exploring new ideas</p>
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					techniques and processes. Make links between art and design and other subject areas, working in a creative environment. Explore areas that are new to them, including ideas, techniques and processes
Spring A Assessment opportunity	<u>Interim Assessment</u> <ul style="list-style-type: none"> Explain the work and styles of Micheal Pritchard A01 Create a mixed media piece based on the artist we have looked at A02 	<u>Interim Assessment</u> <ul style="list-style-type: none"> Application of mixed media drawing techniques. A03 	<u>Interim Assessment</u> <ul style="list-style-type: none"> Application of mixed media drawing techniques. A03 	<u>End of unit Assessment</u> A04	This is the external exam we are not allowed to give feedback or mark it in any way. We can only give general advice as per JCQ regulations.
Spring B topic	The Potteries -Bottle Kilns	Gargoyles	Bugs and Insects	Second Coursework unit	External Exam
Spring B Knowledge	Continuation	Continuation	Continuation	AO1. Develop their ideas through investigation informed by contextual and other sources demonstrating analytical and cultural understanding AO2 Refine their ideas through experimenting and selecting appropriate resources, materials, techniques and processes AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms	External exam as above

				AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.	
Spring B Skills	As Above	As Above	As Above	<p>Assessment of the work is based on how well the student deals with the following: personal research and planning, the ability to observe and record; sensitivity to choice and control of materials; understanding form, line, texture, pattern, tone, colour, scale, proportion; ability to develop ideas, the commitment to resolve a piece of work and the ability to see other artist's and designer's work in relation to their own.</p> <p>It aims to provide candidates with opportunities to explore a range of materials to include drawing, painting, printing, 3D, textiles, mixed media, glass, ceramics and ICT.</p> <p>Classes are organised into mixed ability groups. Homework is set fortnightly</p>	External exam as above

				<p>and assessed using GCSE criteria and grades. Coursework is assessed termly at the end of projects using the GCSE criteria and grades. Within Art we do group and individual criticisms of work. Work across areas of craft, design and applied art using a variety of techniques and processes. They will study artefacts from contemporary, personal and cultural contexts. They will document safe practise in their evaluations.</p> <p>Work independently, exploring new ideas techniques and processes. Make links between art and design and other subject areas, working in a creative environment. Explore areas that are new to them, including ideas, techniques and processes</p>	
Spring B Assessment opportunity	<u>End of unit Assessment</u> <ul style="list-style-type: none"> • Create a clay piece A04 • Write an Evaluation 	<u>End of unit Assessment</u> <ul style="list-style-type: none"> • Create a clay 'gargoyle' A04 • Write an Evaluation 	<u>End of unit Assessment</u> <ul style="list-style-type: none"> • Mixed media personal response style painting A04 • Write an Evaluation 	<u>Interim Assessment</u> AO1, A02, A03	<u>End of unit Assessment</u> A04
Summer A topic	Aboriginal Art	Street Art	Day of the Dead	Second Coursework unit	
Summer A Knowledge	The aim of this unit is to develop an understanding of the use and symbolism	The aim of this unit is to consolidate and reinforce many of the skills developed	The aim of this unit is to consolidate and reinforce many of the skills developed	Continuation of Second coursework unit.	N/A

	<p>of animals in art. Through looking at a variety of cultural images and historical influences, using Aboriginal art as a reference. It will introduce students to arts and crafts from other cultures. They will explore the cultures and rituals of other communities and develop an understanding of the making processes that they use when making objects of importance.</p> <p>Outcome: Wax Batik</p>	<p>throughout Year 7. Students will engage in a project that will develop and deepen skills. They will work for extended period on one piece, developing the perseverance and consistency. Students will explore composition, perspective, foreground and background, reinforcing knowledge. They will then study the work of Banksy, looking at the different ways he uses stencils to create effects. They will then make observational drawings and photographs inside the school grounds of the school and the surrounding area and develop these into composition ideas. They will then select a final composition idea and paint it in groups</p> <p>Outcome: Stencil Art, paint</p>	<p>throughout KS3. It also introduces students to the skills needed in GCSE.</p>		
Summer A Skills	<p>Students will work independently and collaboratively, taking different roles in teams explore areas that are new to them, including ideas, techniques and processes respond to the school's location and local cultural influences</p>	<p>The main points covered in key concepts; exploring and experimenting with tools and techniques. Taking risks and learning from mistakes. Understanding the role of the artist. Analysing and reflecting.</p> <p>Working in 2D and using new technologies. Study contemporary contexts.</p>	<p>Using a range of drawing, painting and mix media techniques.</p> <p>Using imagination and creativity in learning</p> <p>Willingness to reflect on their own experiences.</p> <p>Extending students' knowledge</p>	As above	N/A

	<p>be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning willingness to reflect on their experiences. understanding and appreciation of the range of different cultures</p>	<p>Work independently and collaboratively, taking different roles in teams explore areas that are new to them, including ideas, techniques and processes</p>	<p>exploring and experimenting with tools and techniques. Taking risks and learning from mistakes. Understanding the role of the artist. Analysing and reflecting.</p>		
Summer A assessment opportunity	<p><u>Interim assessment</u></p> <ul style="list-style-type: none"> • Explain Aboriginal symbols and their use. A01 	<p><u>Interim assessment</u></p> <ul style="list-style-type: none"> • Write an account of where street art started and why it is important. A01 	<p><u>Interim assessment</u></p> <ul style="list-style-type: none"> • Write an account of the Day of the Dead celebrations. A01 	<p><u>Interim Assessment</u> A01, A02, A03</p>	N/A
Summer B topic	Aboriginal Art	Street Art	Day of the Dead	Second Coursework unit	
Summer B Knowledge	Continuation	Continuation	Continuation	Continuation of second coursework unit	N/A
Summer B Skills	As Above	As Above	As Above	As Above	N/A
Summer B Assessment opportunity	<p><u>End of unit Assessment</u></p> <ul style="list-style-type: none"> • Create a wax Batik A04 • Write an 	<p><u>End of Unit Assessment</u></p> <ul style="list-style-type: none"> • Create a Tag name' showing street art styles A04 	<p><u>End of Unit Assessment</u></p> <ul style="list-style-type: none"> • Create a personal response showing Day of the Dead. 	<p><u>Interim Assessment</u> A01, A02, A03</p>	

	Evaluation	<ul style="list-style-type: none">• Write an Evaluation	A04 <ul style="list-style-type: none">• Write an Evaluation		
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