

Year 7 Long Term Plan ART



Year 7 Intent / End Point:
 Students will be **introduced** to the key visual elements of **Colour, Tone, Form, Line, Pattern, shape, composition** and **texture**. Students will be able to **apply** their **knowledge** of the core principles effectively to **plan** and **develop** independent final pieces. Drawing skills will be developed to allow students to be more confident when expressing visual information.

Year 7 Intent / End Point: Students will be introduced to the key visual elements of Colour, Tone, Form, Line, Pattern, shape, composition and texture . Students will be able to apply their knowledge of the core principles effectively to plan and develop independent final pieces. Drawing skills will be developed to allow students to be more confident when expressing visual information.							
	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
Unit title	Colour	Tone/form	Shape/Composition Cave art themed	Pattern Greek Pots	Texture	Pattern Egyptian Art	
Principles that underpin your curriculum	Explore ideas, record experiences	Basic colour theory Colour mixing	Skills journal booklet	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook
	Develop proficiency in drawing, painting and other art, craft techniques	Painting skills Application of paint	Drawing/Shading techniques The sphere challenge	Cave art style stencil Drawing to create a composition Line/Mark making	Drawing to communicate understanding Sgraffito technique	Create a texture hand Review mark making techniques.	Drawing techniques 3Dimensional scarab beetle – intro to sculpture
	Evaluate and analyse creative work using the language of art, craft and design.	Colour theory vocabulary	Understand how light effects the shading of 3D forms Vocabulary	Communication – how early man tried to communicate using symbols – student individual response	How the ancient Greeks created a narrative in their pot designs – student independent response	Select techniques previous Key vocabulary	Design own scarab beetle using knowledge of shape and pattern
	Know about great artists, craft makers and designers and understand the historical and cultural development of their art form.	Matisse research and Colour theory application task	Susannah Blaxhill natural form drawing Knowledge organiser	Kandinsky based composition. Cave Art - communication	Greek Pots historical context Gustav Klimt Yayoi Kusama	Van Gogh landscape	Egyptian Art historical context
	Middle Stake Testing	Colour theory Do Now retrieval tasks Questioning	Do Now tonal gradients	Cave art composition understanding of composition Do Now retrieval tasks	Greek Pots sheet 1 Greek Pots sheet 2 Application of sgraffito technique	Ability to apply different textures Handling of materials and techniques	Do Now key skills Egyptian colour theory Egyptian Canopic jars research
	High Stake Testing	Assessment 1 Painting the colour wheel/colour mixing skills.		Assessment 2 Drawing 3D stacked forms and shapes			Assessment 3 Egyptian God drawing Final scarab beetle
Skills development	Students should become more confident in the application of skills and in particular in the use of drawing to communicate visual responses. Students should be able to respond to a stimulus and draw upon their developing knowledge to produce a piece of independent art work.						

Year 8 Long Term Plan ART



Year 8 Intent / End Point: Students will follow thematic based projects which allow them to build on their knowledge of the key visual elements Colour, Tone, Form, Line, Pattern, shape, composition and texture . Students will be able to confidently apply skills to follow a design process using drawing as a base for exploration.						
	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
Unit title	African Cubism Pattern/Tone	African CUBISM Line/Mark-making	Perspective Colour/tone/form	Perspective Colour/tone/form	Bugs Texture/shape	Bugs Line/Mark-making
Explore ideas, record experiences	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook
Develop proficiency in drawing, painting and other art, craft techniques	Drawing	Drawing 3D Sculpture – card layering/construct	Drawing Pencil crayon techniques	Drawing painting skills/painting techniques	Drawing pencil crayon	Drawing Printmaking Relief printing
Evaluate and analyse creative work using the language of art, craft and design.	Be able to identify the features of an African mask, be able to see and explain the link between Picasso’s Cubist works and African masks	Be able to recognise and articulate the key features of Cubist works of Art Evaluate	Using language to describe and apply the key terms used in one point perspective drawing	Apply understanding of Surrealism visually in a final piece. Be able to explain what makes the piece Surreal Evaluate/Analyse	Make links and identify the key visual elements present in works of art. Be able to articulate the differences and similarities in works of art	Explain a process using subject specific terms and vocabulary Analyse
Know about great artists, craft makers and designers and understand the historical and cultural development of their art form.	African Art Picasso/Cubism historical context	African Art Picasso/Cubism historical context	Surrealism Introduce the idea and concept of Surreal art.	Surrealism	Bug Artist PowerPoint	Reference to the work of printmaker Alison Headley
Middle Stake Testing	Do Now tonal gradient/mark-making Questioning	3D skills (building making layering)	One point perspective Bird eye view Questioning	Surrealism research Do Now Perspective	Written responses to artist stimulus Do Now key visual elements/printing process	Alison Heardley research sheet Presentation and written response
High Stake Testing	Assessment 1 Mask drawing – tonal			Assessment 2 Final Surreal room one point perspective		Assessment 3 Final bug print
Skills development	Students should become more confident in the application of skills and in particular in the use of drawing to communicate visual responses. Students should be able to respond to a stimulus and draw upon their developing knowledge to produce a piece of independent art work.					

Principles that underpin your curriculum

Year 9 Long Term Plan ART



Year 9 Intent / End Point: Students will be able to draw upon their knowledge of Colour, Tone, Form, Line, Pattern, shape, composition and texture to develop more independent research and apply this confidently to produce final pieces using a range of materials and processes.							
	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
Unit title	Portrait	Portrait	Graffiti	Graffiti	Fashion	Fashion GCSE introduction	
Principles that underpin your curriculum	Explore ideas, record experiences	Skills journal booklet Sketchbook Photography	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook Photography for GCSE students	
	Develop proficiency in drawing, painting and other art, craft techniques	Drawing Pencil techniques charcoal	Drawing Students use drawing skills to explore, line, tone, shape, form.	Drawing Pencil crayon techniques	Drawing and painting skills Painting techniques	Drawing Painting	3D relief skills Drawing for design purposes Construct
	Evaluate and analyse creative work using the language of art, craft and design.	Make amendments based on analysis and evaluation of success	Explain what makes the artist work/style individual using key visual terms	Is Graffiti Art or vandalism? Give opinions articulate responses Graffiti and the law	Produce an independent piece of work employing the style and genre of Graffiti	Design and make, select from a range of critical studies to inform process	Be able to evaluate and analyse why particular elements have been used Design process
	Know about great artists, craft makers and designers and understand the historical and cultural development of their art form.	Independent research Students select and analyse works of art from a range of cultural and historical genres	Students apply knowledge of their selected artist/art style to the development and creation of an independent portrait	Graffiti Art – historical context links to BLM movement/ HIP HOP	Banksy Production of independent research Why is Street art important?	Research an Artist/art style Annotate initial responses	Application of knowledge gained to a fashion item design
	Middle Stake Testing	Do Now features of the face	Do Now pencil techniques	Graffiti alphabet Do now tasks Questioning	Graffiti spray can Do Now drawing	Independent artist research Do Now visual elements	Design ideas Ability to apply knowledge to create an effective outcome
	High Stake Testing	Assessment 1 Features of the face/Portrait			Assessment 2 Graffiti name		Assessment 3 Final fashion outcome
	Skills development	Students should become more confident in the application of skills and in particular in the use of drawing to communicate visual responses. Students should be able to respond to a stimulus and draw upon their developing knowledge to produce a piece of independent art work.					

Year 10 Long Term Plan ART







Year 10 Intent / End Point:

Students will be able to recall visual elements, Colour, Tone, Form, Line, Pattern, shape, composition and texture in order to **progress** their work and ideas to a **higher level of skill and mastery**. Students follow the design and making process to **demonstrate understanding** of the GCSE **assessment objectives** enabling them to produce high quality independent pieces of art **employing a range of media and techniques with success**. Students will be able to **plan and present** their own themes and begin to **assemble a portfolio of evidence** in their sketchbook and on design sheets. **Annotations will demonstrate knowledge of process, progress and artist influence.**

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
Unit title	Intro to GCSE/Natural Forms	Natural Forms	Natural Forms	Personal Project	Personal Project	Personal Project	
Principles that underpin your curriculum	AO1 -Develop ideas through investigations, demonstrating critical understanding of sources.	Students explore a range of Art work inspired by Nature. Students respond using written annotations and media experiments .	Investigate Analyse Evaluate Reference	Make links Evidence in sketchbooks Portfolio	Students select own artist links. Investigate artists' work/historical context	Investigate Analyse Evaluate Make links	Evidence in sketchbooks and design sheets Portfolio
	AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Drawing using a range of media and techniques Charcoal/Sgraffito/Continuous line/Tonal/Pen/Pencil Pencil crayon	Explore Refine Experiment Annotate	Plan and Prepare Apply knowledge Evidence in sketchbooks Portfolio	Drawing using a range of media and techniques appropriate to the theme.	Explore Refine Experiment Annotate	Explore media and processes relevant to the theme, make links with artists' work.
	AO3 -Record ideas, observations and insights relevant to intentions as work progresses.	Record ideas linked to the theme through, Photography, Drawing and Annotations. Creative mind map	Develop skills/techniques Record Explore/Experiment Analyse and Evaluate	Evidence in sketchbooks Portfolio	Students plan and prepare response Creative mind map Drawing Photography Secondary sources	Record ideas Make links Articulate responses through written and verbal communication.	Drawing for design purposes
	AO4 -Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			Produce a final response. Progression/ mastery of skills /techniques. (10 hours)			Produce a final response. Progression/ mastery of skills /techniques. (10 hours)
	Middle Stake Testing	Drawings Photography Mind Map	Artist research Written analysis Links/ Creative presentation	Design ideas Composition Media experiments annotations	Drawings Creative presentation Mind map	Artist research Written analysis Links/creative presentation	Design ideas Composition Media experiments annotations
High Stake Testing	Assessment 1 Research and Record – initial response to theme. Quality of drawing and presentation.		Assessment 2 Whole project assessment			Assessment 3 Whole project assessment	
Skills development	Students should become familiar with the assessment objectives and be able to apply them to different themes to produce a portfolio of independent and creative work.						

Year 11 Long Term Plan ART

Year 11 Intent / End Point: Students **build** a portfolio of practical work and evidence based around the key visual elements of **Colour, Tone, Form, Line, Pattern, shape, composition** and **texture**. Students will be able to **apply** their **knowledge to independently** selected themes following the design process. A **higher level of skill and progress** in **drawing** and **media handling** should **be evident** in the practical work and outcomes.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	
Unit title	Personal project development	Personal project development	Externally set exam theme form AQA	Externally set exam theme form AQA	Externally set exam theme form AQA	
Principles that underpin your curriculum	AO1 -Develop ideas through investigations, demonstrating critical understanding of sources.	Evidence in sketchbooks.	Print artists Investigate Analyse Evaluate Make links	Students' select own artist links based on externally set exam based themes.	Investigate Make links/historical context Evidence in sketchbooks	
	AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Media is developed through research (Drawing/photography/secondary sources) 	Explore Refine Experiment Annotate	Media is developed through research (Drawing/photography/secondary sources) 	Explore Refine Experiment Annotate	Explore media and processes relevant to the theme, make links with artist work. Compositional studies Prep for final piece
	AO3 -Record ideas, observations and insights relevant to intentions as work progresses.	Drawing using a range of media and techniques appropriate to the theme.	Develop skills/techniques Record Explore/Experiment Analyse and Evaluate	Develop skills/techniques Record Explore/Experiment Analyse and Evaluate	Drawing using a range of media and techniques appropriate to the theme. Creative mind map	
	AO4 -Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		Produce a final response. Progression/ mastery of skills /techniques. (10 hours)			Produce a final response. Progression/ mastery of skills /techniques. (10 hours)
Middle Stake Testing	Design ideas	Media trials	Research and Record Artist research	Design and Media		
High Stake Testing		Assessment 1 Whole Project assessment			Assessment 3 All coursework assessed against AQA AO External Verification	
Skills development	Students should become more confident in the application of the design process enabling them to plan, explore, investigate, refine and record their ideas using gained skills and knowledge. Students should work towards and execute the production of a relevant final piece demonstrating skill and mastery in their chosen outcome.					