

LONG TERM CURRICULUM PLANNING OVERVIEW:

Art					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn A Knowledge	<p><u>The Formal Elements</u> 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><u>Gargoyles</u> 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><u>Rococo Clocks</u> 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 Baroque and Rococo styles within the historical context, looking at purpose and decorative aspects. Outcome: Card relief</p>	<p><u>First Coursework Unit</u> 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 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>	Continuation from Summer Year 10.

<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>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 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>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>Students will work with card using different materials to create textured surfaces.</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</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. 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.</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. 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.</p>
-------------------------------	--	---	---	---	---

	cultural imagery and language.		cultural imagery and language. 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.	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. 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	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. 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 B Knowledge	Continuation of The Formal Elements	Continuation of Gargoyles	Continuation of Rococo Clocks	Continuation from Autumn Year 10.	Continuation of Autumn Year 11
Autumn B Skills	As Above	As Above	As Above	As Above	As Above
Spring A Knowledge	<u>The Potteries - Bottle Kilns</u> 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	<u>Abstract portraits</u> 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	<u>Pop Art</u> 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.	Continuation from Autumn Year 10.	<u>External Exam</u> 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

	<p>to someone they know works in the potteries. Students will work in three dimensions using a variety of media to develop a personal response.</p> <p>Bottle Kilns</p> <p>Outcome: pinch pot bottle oven painted or glazed</p>	<p>reflecting on work from diverse contexts.</p> <p>Outcome: Painting</p>	<p>Analysing and reflecting on work from diverse contexts</p> <p>Outcome: Printing</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>
Spring A Skills	<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 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>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>Work across areas of craft, design and applied art using</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>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>use of imagination and creativity in their learning willingness to reflect on their experiences</p>	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,</p>

		<p>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 and research of artists and spelling tests</p> <p>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</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>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 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	Continuation	Continuation	Continuation	Second Coursework unit	External exam as above

Knowledge				<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>	
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</p>	External exam as above

				<p>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.</p> <p>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>	
--	--	--	--	---	--

				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	
Summer A Knowledge	<p>Aboriginal Art The aim of this unit is to develop an understanding of the use and symbolism 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. Outcome: Wax Batik</p>	<p>Street Art The aim of this unit is to consolidate and reinforce many of the skills developed 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</p>	<p>Bugs and our environment The aim of this unit is to consolidate and reinforce many of the skills developed throughout KS3. It also introduces students to the skills needed in GCSE. 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>	Continuation of Second coursework unit.	

		composition idea and paint it in groups Outcome: Stencil Art, paint			
Summer A Skills	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 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 use of imagination and creativity in their learning willingness to reflect on their experiences. understanding and appreciation of the range of different cultures	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. Working in 2D and using new technologies. Study contemporary contexts. Work independently and collaboratively, taking different roles in teams explore areas that are new to them, including ideas, techniques and processes	Using a range of drawing, painting and mix media techniques. Using imagination and creativity in learning Willingness to reflect on their own experiences. Extending students' knowledge exploring and experimenting with tools and techniques. Taking risks and learning from mistakes. Understanding the role of the artist. Analysing and reflecting.	As above	
Summer B Knowledge	Continuation	Continuation	Continuation	Continuation of second coursework unit	
Summer B Skills	As Above	As Above	As Above	As Above	

