



Art Curriculum Long Term Planning

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
Art	Big Idea	<p>Why is art important and what is creativity?</p> <p>Baseline project on Javier Perez</p>	<p>How can learning about the formal elements help us with our observational drawing skills when drawing sweet treats?</p> <p>Work through the formal elements and drawing skills, leading up to a drawing assessment</p>	<p>How can learning about colour theory help us when painting sweet treats in the style of an artist?</p> <p>Produce a painting in the style of an artist</p>	<p>How can we use our knowledge of formal elements to help us draw a portrait?</p> <p>Draw a self portrait</p>	<p>How can learning about the history of Art and great portrait artists help us understand about ourselves and the world we live in?</p> <p>Develop portrait inspired by a historical source. Artist analysis.</p> <p>Evaluate work</p>	<p>How can learning about contemporary artists help us understand different art styles and techniques.</p> <p>Develop portrait inspired by a contemporary source. Artist analysis. Evaluate work.</p>
	Assessment	Baseline Assessment	Assessed drawing demonstrating skills learnt	Painting Assessed piece	Assessed Selfie portrait Assessed written piece linked to John Rankin Evaluation of work	Assessed portrait	
	Building Character	<p>Art club</p> <p>Burberry Inspires project</p> <p>Workshops delivered by ambassadors from Leeds</p> <p>Art University</p> <p>Art and Design Careers-Photography</p>	<p>Art club</p> <p>Burberry Inspires project</p> <p>Workshops delivered by ambassadors from Leeds</p> <p>Art University</p>	<p>Art Club</p> <p>Mural projects</p> <p>Discussion of colour and mood</p>	<p>Art club</p> <p>SMSC-Discussion of issues around social media safety, body image and mental health</p> <p>FBV-Mutual respect and tolerance of others</p>	<p>Art club</p> <p>Discussion of issues that inspired artists. Discussion of colour and mood through different styles of Art.</p> <p>SMSC- FBV-Mutual respect and tolerance of others</p> <p>The power of language-Extended writing tasks</p>	<p>Art club</p> <p>SMSC-Discussion of issues that inspired artists. Discussion of colour and mood through different styles of Art</p> <p>FBV-Mutual respect and tolerance of others</p> <p>The power of language-Extended writing tasks</p>



Year 8		HT1	HT2	HT3	HT4	HT5	HT6
Art	Big Idea	How can learning about the formal elements and different architects help us with drawing architecture? Exploring Architecture Formal Elements/Drawing skills-	How can learning about Hundertwasser help us further understand colour, abstraction and pattern and how to use it within our work? Artist analysis Work in the style of Hundertwasser	How can learning about Tim Burton and his work inspire us to use different materials and techniques? Tim Burton Artist Analysis Developing observational drawing skills. Experimenting with materials	How can looking at Tim Burton's Illustrations and films help us learn about different careers in Art and design and the social pressures of the world we live in. Tim Burton Character development.	How can we use different cultures to inspire our artwork, whilst showing empathy and respect for the beliefs of others.? Written work about Mexican culture Developing drawing Skills	How can apply our knowledge of the formal elements when developing our skills in clay modelling?
	Assessment	Baseline Assessment	Assessed oil pastel and watercolour pieces in the style of Hundertwasser	Assessment on using a range of materials	Assessed final character	Assessed Artist Analysis	Assessed Clay piece
	Building Character	Art Club Burberry Inspires project SMSC/FBV-Looking at artist's from other cultures Art and design careers- Architecture	Art Club Burberry Inspires project SMSC/FBV-Looking at artist's from other cultures Art and design careers- Architecture The power of language- Extended writing task	Art Club Careers talks delivered by Leeds Art University SMSC/FBV-Discussion around popular culture and bullying The power of language- Extended writing task	Art Club SMSC/FBV-Discussion around popular culture and bullying	Art Club SMSC/FBV- Looking at artwork from Mexican culture Discussion on the grieving process The power of language- Extended writing task	Art Club Looking at artwork from Mexican culture Discussion on the grieving process



Year 9	HT1	HT2	HT3	HT4	HT5	HT6
Art	Big Idea	Skills Building Working through a variety of materials, mark-making and drawing/printing techniques	Why do artists produce Artwork? Begin mini project based on Issues based Art Focus on analysing artwork and unpicking the meanings and messages behind it	Issues based project. Focus on the importance of primary research and working from this when responding to artist's work and developing ideas	Finish issues-based project. Further skills building using 3D, printing techniques and experimental materials.	Altered Book project based on the theme of identity. Pupils will explore different ways of presenting their work within a book. They will use themselves as a source for ideas
	Assessment	Tasks assessed throughout. Continuous feedback given			Final feedback given for Issues based project	Tasks assessed throughout. Continuous feedback given
	Assessment Intent	Assessment purpose is to guide pupils on technique when using materials	Feedback given throughout will provide learners with the opportunity to address missing work/ improvements as they go along so that this does not mount up at the end of the project. Dialogue between teacher and learner in the lesson will reinforce understanding of the AO's		Final assessment will identify gaps that need filling in order to adequately fulfil all of the assessment objectives	Feedback given throughout will provide learners with the opportunity to address missing work/ improvements as they go along so that this does not mount up at the end of the project. Dialogue between teacher and learner in the lesson will reinforce understanding of the AO's
	Building Character	SMSC & FBV – Confidence building through experimentation ABC Oracy & Formality through annotation Enrichment – Lesson 6 Workshops and careers talks delivered by Leeds Art University	SMSC & FBV – Popular culture/politics/current issues ABC Oracy & Formality through annotation Cross Curricular –English, IT Enrichment – Lesson 6			SMSC & FBV – Confidence building through experimentation ABC Oracy & Formality through annotation Cross Curricular –English, IT Enrichment – Lesson 6



Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Art	Big Idea	Altered Book project based on the theme of identity. Pupils will explore different ways of presenting their work within a book. They will use themselves as a source for ideas		Sustained project to begin. Anatomy. Pupils will pick a sub theme. E.g. Life and death, Mental Health. The first half term will focus on developing ideas from initial starting points/looking at the work of artists they wish to explore	Anatomy Project. Pupils will focus on gathering high quality primary research and recording ideas based on their initial starting points and artist's work.	Anatomy project. Pupils will continue to develop their ideas in a range of materials and techniques relevant to the artists they have chosen to look at.	Anatomy project. Pupils will refine chosen ideas in the build up to their final outcome
	Assessment	Tasks assessed throughout. Continuous feedback given	Final assessment of Issues based project. GCSE grade given, broken down in to marks for each assessment objective	Tasks assessed throughout. Continuous feedback given			
	Assessment Intent	Feedback given throughout will provide learners with the opportunity to address missing work/ improvements as they go along so that this does not mount up at the end of the project. Dialogue between teacher and learner in the lesson will reinforce understanding of the AO's	Final assessment will identify gaps that need filling in order to adequately fulfil all of the assessment objectives	Feedback given throughout will provide learners with the opportunity to address missing work/ improvements as they go along so that this does not mount up at the end of the project. Dialogue between teacher and learner in the lesson will reinforce understanding of the AO's			
	Building Character	SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular –English Enrichment – Lesson 6 Workshops lead by Leeds Art University		SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular – Science, English, IT Enrichment – Trip to London- Tate Modern and Body Worlds Exhibition	SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular – Science, English, IT Enrichment – Lesson 6		SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular – Science, English, IT Enrichment – Lesson 6 Trip to Leeds Art University



Year 11		HT1	HT2	HT3	HT4	HT5	HT6
Art	Big Idea	Planning for and starting final piece for anatomy project	Working on final piece for anatomy project	Externally set assignment.			Exam Finished
	Assessment	Tasks assessed throughout. Continuous feedback given	Final grade given for sustained project. Broken down in to marks for each assessment objective. Review of marking undertaken by student.				
	Assessment Intent	Feedback given throughout will provide learners with the opportunity to address missing work/ improvements as they go along so that this does not mount up at the end of the project. Dialogue between teacher and learner in the lesson will reinforce understanding of the AO's	Final assessment will identify gaps that need filling in order to adequately fulfil all of the assessment objectives				
	Building Character	SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular – Science, English, IT Enrichment – Lesson 6					