



Art Curriculum Long Term Planning

YEAR 7		HT1	HT2	HT3	HT4	HT5	HT6
ART	Big Idea	Why is art important and what is creativity? Baseline project on Javier Perez	Still life- How can learning about the formal elements help us with our observational drawing skills when drawing toys? Work through the formal elements and drawing skills, leading up to a drawing Application of Knowledge	Still life- How can learning about the formal elements help us with our observational drawing skills when drawing and painting toys? How can learning about colour theory help us when painting toys in the style of an artist? Finish off working through drawing techniques and move on to painting skills and colour theory.	Still life- How can learning about colour theory help us when toys in the style of an artist? Produce a painting in the style of an artist	How can we use our knowledge of formal elements to help us draw a portrait? Continuous line portrait Practice of drawing and shading facial features Create a portrait in the style of Josh Bryan	How can learning about the history of Art help us understand about ourselves and the world we live in? Develop portrait inspired by an Art movement. Written analysis.. Evaluate work
	Application of Knowledge	Baseline Application of Knowledge	Assessed drawing demonstrating skills learnt	Assessed drawing demonstrating skills learnt	Painting Assessed piece	Knowledge of formal elements applied to portraiture	Assessed portrait
	Wider Curriculum Links	Art club Workshops delivered by ambassadors from Leeds Art University Art and Design	Art club Workshops delivered by ambassadors from Leeds Art University	Art club	Art Club Discussion of colour and mood	Art club SMSC-Discussion of issues around social media safety, body image and mental health FBV-Mutual respect and tolerance of others	Art club Discussion of issues that inspired artists. Discussion of colour and mood through different styles of Art. SMSC- FBV-Mutual respect and tolerance of others The power of language- Extended writing tasks



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 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? How can apply our knowledge of the formal elements when developing our skills in clay modelling? Written work about Mexican culture Developing printing skills Clay sugar skull using the pinch pot method
	Application of Knowledge	Baseline Application of Knowledge	Knowledge from year 7 re-capped and developed	Assessed oil pastel and watercolour pieces in the style of Hundertwasser	Application of Knowledge on using a range of materials	Assessed final character	Assessed Poly print Assessed pinch pot model
	Wider Curriculum Links	Art Club SMSC/FBV-Looking at artists from other cultures Art and design careers- Architecture	Art Club SMSC/FBV-Looking at artists from other cultures Art and design careers- Architecture	Art Club SMSC/FBV-Looking at artists 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



Year 9		Ht1	Ht2	Ht3	Ht4	Ht5	Ht6
ART	Big Idea	How can we further develop our knowledge of the formal elements when using a range of different materials and techniques?	How can we further develop our knowledge of the formal elements when using a range of different materials and techniques?	Finish off skills building project and then begin..... Can Art change the world? Begin mini project based on Issues based Art Focus on analysing artwork and unpicking the meanings and messages behind it	Can Art change the world? Issues based project. Focus on the importance of primary research and working from this when responding to artist's work and developing ideas	Can Art change the world? Finish issues-based project, working towards completing a final piece.	Who am I? 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
	Application of Knowledge	Tasks assessed throughout. Continuous feedback given	Tasks assessed throughout. Continuous feedback given	Tasks assessed throughout. Continuous feedback given	Tasks assessed throughout. Continuous feedback given	Final feedback given for Issues based project	Tasks assessed throughout. Continuous feedback given
	Application of Knowledge Intent	Application of Knowledge purpose is to guide pupils on technique when using materials	Application of Knowledge purpose is to guide pupils on technique when using materials	Feedback given throughout will provide learners with the opportunity to address missing work/	Feedback given throughout will provide learners with the opportunity to address missing work/	Final Application of Knowledge will identify gaps that need filling in order to adequately fulfil	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	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	all of the Application of Knowledge objectives	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
Wider Curriculum Links	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 – 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 – Popular culture/politics/current issues ABC Oracy & Formality through annotation Cross Curricular –English, IT Enrichment – Lesson 6	SMSC & FBV – Popular culture/politics/current issues ABC Oracy & Formality through annotation Cross Curricular –English, IT Enrichment – Lesson 6	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	Who am I? 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	Who am I? 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	How can we create a personal project on the theme of Mind, Body and Soul? 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	How can we create a personal project on the theme of Mind, Body and Soul? Pupils will focus on gathering high quality primary research and recording ideas based on their initial starting points and artist's work.	How can we create a personal project on the theme of Mind, Body and Soul? Pupils will continue to develop their ideas in a range of materials and techniques relevant to the artists they have chosen to look at.	How can we create a personal project on the theme of Mind, Body and Soul? Pupils will refine chosen ideas in the build up to their final outcome



	Application of Knowledge	Tasks assessed throughout. Continuous feedback given	Final Application of Knowledge of Issues based project. GCSE grade given, broken down in to marks for each Application of Knowledge objective	Tasks assessed throughout. Continuous feedback given	Tasks assessed throughout. Continuous feedback given	Tasks assessed throughout. Continuous feedback given	Tasks assessed throughout. Continuous feedback given
	Application of Knowledge 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 Application of Knowledge will identify gaps that need filling in order to adequately fulfil all of the Application of Knowledge 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	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	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	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
	Wider Curriculum Links	SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular – English Enrichment – Lesson 6 Workshops led by Leeds Art University	SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular – English Enrichment – Lesson 6 Workshops led by Leeds Art University	SMSC & FBV – through personal themes explored ABC Oracy & Formality through annotation Cross Curricular – Science, English, IT Enrichment – Trip to London and/or Artist led workshop	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	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 Mind, Body and Soul project	Working on final piece for Mind, Body and Soul project	Externally set assignment.	Externally set assignment	Externally set assignment	Exam Finished
	Application of Knowledge	Tasks assessed throughout. Continuous feedback given	Final grade given for sustained project. Broken down in to marks for each Application of Knowledge objective. Review of marking undertaken by student.				
	Application of Knowledge 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 Application of Knowledge will identify gaps that need filling in order to adequately fulfil all of the Application of Knowledge objectives				
	Wider Curriculum Links	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	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		