

Art Long Term Curriculum Plan- a 7 year learning journey

Year 7 Intent	In their first year of studying art as a specialism, students will ignite their passion for the art world through exploring the world of artists in class discussions, learning to form their own opinions as well as consider the opinions of others. They will develop their practical skills by learning to draw portraits accurately and in proportion and also apply tone and contrast, starting to consider directional line and tone. They will have the opportunity to experiment with various materials and techniques such as printmaking, painting and oil pastel work.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title	Identity & Emotion	Identity & emotion	Identity & Emotion	Creative Colour	Creative colour	Creative Colour
Core knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of coreknowledge that are deepened and developed throughout the whole LTP)	Learn correct facial proportions. Use tone and contrast in a range of materials to explore facial features accurately. Use key vocabulary to look at the work of artists and learn about the facial proportions.	Use knowledge of facial features and proportions to create a tonal portrait. Use tone and contrast in printmaking & paint to respond to Kathe Kollwitz. Use key vocabulary to discuss the work of Kathe Kollwitz.	Mix skin colours- understand colours needed for all different types of skin tone. Respond to the work of Julian Opie.	Colour theory and mixing. Use colours to create tones and form smooth transitions. Create landscapes in response to the Fauve movement in oil pastel.	Complete Fauve Landscapes. Create a combined portrait and colour piece inspired by the work of Julian Opie and Michael Craig-Martin.	Create a combined portrait and colour piece inspired by the work of Julian Opie and Michael Craig-Martin. Look at colour and culture- Rangoli patterns. Students created their own Rangoli patterns inspired by the Hindu festival of light (Diwali)
Enriched knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of enriched knowledge that are deepened and developed throughout the whole LTP)	Discussions surrounding other artists, Chris Ofili and his art standing up to racism and stereotypes (Stephen Lawrence). Frida Kahlo- disability and pain but determination.	Looking at the work of Kathe Kollwitz, pupils develop their understanding of mental health issues and the difficulties of war and grief.	Julian Opie- exploring how his commercial work is used on album covers. Look at his digital work. Discussions surrounding different portraits from history, pupils start to form opinions.	Exploring the work of the Fauves, pupils explore the Art movement and how abstract colour can also help to create depth.	Through the work of Michael Craig Martin, pupils explore the idea of gratitude and not taking things for granted. Explore how inspiration happens- connection to Michael Craig Martin from Julian Opie- MCM mentored Opie at university.	Students learn about a range of religious traditions and festivals connected to colours such as holi, Diwali and Notting Hill Carnival and the connection to historic periods of time such as the slave trade.

Key vocabulary (5 – 10) key words that represent the key knowledge of the unit)	Facial proportions Line Tone Contrast Depth Tonal range Presentation	Mono printing Mark making Expressive German Expressionism Contemporary art Response	Mixed media Digital art Expressive Emotion	Expressive Abstract Composition Tertiary colours, Complementary colours Harmonious	Texture Foreground/Background Fauve movement Abstract Hot/cold colours	Three Dimensional Form Construction Proportion Colour Expression.

Year 8 Intent	Yr. 8 students will build on their observational skills and progress in their approach to a variety of drawing and printing techniques which will include silk painting and pattern. They will look at and explore traditional and contemporary art forms.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title	Creative Drawing	Creative Drawing	Creative drawing	Pattern & Print	Pattern & Print	Pattern & Print
Core knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of coreknowledge that are deepened and developed throughout the whole LTP)	Develop a greater understanding of forms and shapes Introduce drawing skills including perspective, ellipses and compositional format. Background, middle ground and foreground. Apply their knowledge to drawing a still life composition.	Explore a range of drawing techniques including quality of line and mark making. Develop confidence using a range of tools and materials. Learn about the work of Jim Dine and connections to the Pop Art movement.	Explore the work of Dolan Geiman continue to form opinions of artists' work and explain why. Develop confidence using a range of tools and materials. Students develop their skills of drawing animals, focusing on owls and creating colour and texture using a variety of materials.	Taking sea life creatures as a starting point, students will explore and develop sea life forms. Develop ideas and design mood boards. Pupils create a silk painting using fine brush techniques.	Pupils create a silk painting using fine brush techniques. Build on colour theory prior knowledge with a focus on expanding their understanding of harmonious and complimentary colour.	Pupils explore repeat pattern and design a polytile and create a range of repeat prints exploring different surfaces. Pupils consolidate their understanding of printing and the use of the printing ink.

Enriched knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of enriched knowledge that are deepened and developed throughout the whole LTP)	Discuss and appreciate the work of modern artist Cézanne and Picasso? Braque and other contemporary artists.	Respond to the work of Jim Dine- learning expressive techniques & improving brushwork. Evaluate and improve the quality of presentation.	Respond to Dolan Geiman and explore mixed media techniques with focus on the environment and recycling. Discussions surrounding sustainable use of materials.	Discuss the purpose of a mood board and how they are used in industry. They will take inspiration from MC Escher, Vincent Scarpace & Dale Chihuly- discuss artists' work.	Look at a range of cultures where silk painting has evolved- China, India amongst others.	Students look at a range of cultures that use repeat patterns in designs/clothes & buildings. Pupils look at possibilities of printing with half drop and rotation.
Key vocabulary (5 – 10) key words that represent the key knowledge of the unit)	Shapes Form Continuous line contour tone proportion	Perspective, Still life Ellipses Monotone Mixed media. Ground/Surface Composition	Collagraph Monoprint Tonal range Cross hatching	Mood board Design Colour theory Pattern Tessellation Masking	Blending colours Fine brush work application. Gutta/Resist	Tessellation Half drop Motif Rotation Repetition

Year 9 Intent	In their last statutory year of art students will implement all of the skills that they have developed so far in their school art career with a particular focus on ambitious subject matter in order to prepare them for GCSE. They will need to utilise all the knowledge and skills they have learned to build a successful body of work and continue to develop their use of art vocabulary when discussing the work of others.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title	Fantastic figures	Fantastic figures	Futurism	Futurism	Gargoyles & sculpture	Gargoyles & sculpture
Core knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of core knowledge that are deepened and developed throughout the whole LTP)	Rules of proportion and the human form. Creating form using tonal shading techniques. Exploring artists through time who have focused on the figure.	Exploring a range of mediums and techniques to express dynamic gestures and expression in an art piece. Capture movement in painting through tone & colour. Artists such as Banksy and Frank Auerbach are discussed to look at the different ways they capture movement as well	Futurist art movement and discussing how their art reflects the new technologies of the early 20 th century and the events of WW1/2 Students create a complex composition using subject matter inspired by the Futurists. They start to apply a	Complete larger pieces applying a range of mixed media to the work. Apply their knowledge of tone and blending to each section of their piece through the use of different materials.	Pupils learn about gargoyles and their role within Gothic architecture. Students create tonal pieces from photographs of gargoyles. Using inspirations from Gothic churches students create their designs for their sculpture.	Pupils learn about different British sculpture to explore this further and look at the wider use of sculpture in British society. Continue to work on their gargoyle sculptures using mod roc.

		as meanings behind their work.	range of mixed media to their pieces.			Add tonal paint to give the final touches to their piece
Enriched knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of enriched knowledge that are deepened and developed throughout the whole LTP)	Drawing the human form enhances a more sophisticated set of drawing skills. Recording using proportion, negative space, and perspective through gesture drawings.	Advancing skills in capturing movement through techniques used by the Futurist artists such as layering and fragmenting shapes and colour.	Consider different ways artists have captured movement in their work. Explore the work 'The city rises' and understand its connection to the changing world at the time.	Further conversations exploring futurist artwork and the use of abstraction.	Pupils learn about Gothic architecture and the meaning behind the gargoyles. Look at other artist and sculptors who have been inspired by Gargoyles.	Pupils explore the work of Thomas J Price. F.E. Mc Williams, pupils discuss public art and explore sculptures in the UK and how they represent various events- women's rights, Windrush and historic figures.
Key vocabulary (5 – 10) key words that represent the key knowledge of the unit)	Proportion, scale, gesture drawing, negative space, modelling form, tonal gradation, motion, Futurism, Dynamism.	Proportion, scale, gesture drawing, negative space, modelling form, tonal gradation, motion, Futurism, Dynamism.	Proportion, scale, gesture drawing, negative space, modelling form, tonal gradation, motion, Futurism, Dynamism.	Polyphonic (in reference to Futurism) Abstraction	Maquette Composite Gothic Armature	Structure Layering Hazard (health and safety due to Modroc dust)

Year 10 Intent	Over the course of the year pupils build on skills they have learned at KS3, whilst developing their independence and creativity. Pupils will start to become more independent gradually as they move into their portfolio unit, they will build on presentation skills and become more proficient and articulate in their analysis of their own work and the work of others.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title	Drawing focus	Drawing focus Sketchbook & presentation	Portfolio Unit: Artist research and responses	Portfolio Unit: Artist research and responses	Portfolio Unit: Artist responses	Portfolio unit: Development
Core knowledge and skills (Up to 5 recurring, sequenced	Introduce themes, pupils choose their topic for coursework,	Continue with drawing and painting workshops but also	Pupils start to research artists for homework and	Pupils develop their writing by independently	Pupils continue to explore artists relating to their theme and	In the final half term pupils need to start developing their ideas

and progressive skills/areas of coreknowledge that are deepened and developed throughout the whole LTP)	then make sure their work connects to their theme in the guided lessons. Students focus on drawing skills: Tone, directional line, good use of pencil control. Painting Printing- various Charcoal/chalk Mixed media work	explore photography including manual manipulations. Pupils who attend trip (London or Pitt Rivers) can use inspiration from there. Pupils learn how to annotate their drawings. Pupils select their best work and present their drawings and photography in their sketchbooks.	develop their writing skills in art. Pupils start to develop their ideas by exploring artists (AO2) that connect to their theme or their way of working.	researching and discussing the work others and where possible make comparisons. Pupils continue to develop their knowledge of materials and techniques by responding to artists independently.	respond to their work. Pupils build on their presentation skills as well as their writing skills.	using inspiration from the artists and sources they have looked at. They start to create work that is inspired by the artists but it purely their own idea and are able to explain how they have been inspired.
Enriched knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of enriched knowledge that are deepened and developed throughout the whole LTP)	When annotating their work pupils make personal connections to their topic and themes	When annotating their work pupils make personal connections to their topic and themes	When researching artists pupils start to look for the deeper meaning in the work of others, this helps them develop their own meanings within their work.	Pupils draw inspiration from the world around them and see how artists work, how they capture and affect the world around them and how they bring their own experiences into their art.	The independent nature of art means that pupils must be organised and prepared for their lessons. The ownership of their coursework gives them valuable skills and lessons in independence.	As pupils move into the AO3 part of the coursework they develop their own ideas, a lot of problem solving and risk taking happens at this stage, invaluable skills for their life after school.
Key vocabulary (5 – 10) key words that represent the key knowledge of the unit)	Formal elements Annotation Proportions Tonal range Observation	Colour palette Texture Abstract colour Narrative	Composition Narrative Contemporary Historical Cultural	Vocabulary will vary based on coursework choices.	Vocabulary will vary based on coursework choices.	Vocabulary will vary based on coursework choices.

Pupils will show complete independence as they develop their ideas further to form final pieces. They will then build on the skills they have

Year 11 Intent	learned to complete their exam unit where their independence then prepares them for the next step in their academic journey.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title	Portfolio unit: Development	Portfolio unit: Final piece planning & Final pieces	Exam unit	Exam unit	Exam	
Core knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of core knowledge that are deepened and developed throughout the whole LTP)	Pupils develop their ideas and start to create final piece ideas. (AO1)	Pupils use the skills they have learned to create a final piece for their coursework. (AO4) First day back after Christmas break is the final deadline for coursework.	OCR set a brief with 5 topics. Pupils work on their chosen topic through drawings and photography, start to research artists. Students present their work on boards.	Pupils research at least 2 artists, start to create combined responses, final piece ideas.	Final refinements for final piece idea. Final piece created in 10 hour exam.	
Enriched knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of enriched knowledge that are deepened and developed throughout the whole LTP)	Problem solving, resilience and independent thinking.	Problem solving, risk taking, resilience and self evaluation.	Independence, creativity, resilience, time keeping/sticking to time constraints.	Resilience, self reflection, refinement.	Time keeping, courage and resilience.	
Key vocabulary (5 – 10) key words that represent the key knowledge of the unit)	Development, refinement, self reflection, analysis (subject specific vocab will depend on pupils' chosen topic)	Final pieces, self-reflection.	Observational studies, photography, recording, experimentation.	Experimentation, Develop, refine		

Year 12 Intent	Pupils will show more independence as they start their A level journey, each student will experience a different artistic journey dependent on their own interests and choices. They will then build on the skills they have learned at KS4 and show higher range of skills in both their practical work and written work. Their use of techniques and vocabulary should become more sophisticated as the year progresses.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title	Skills workshops	Skills workshops	Portfolio Unit	Portfolio Unit & related studies	Portfolio Unit & related studies	Portfolio Unit & related studies
Core knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of	Workshops to encourage and develop pupils' skills. Workshops to include: Oil painting, contextual	Workshops to encourage and develop pupils' skills. Workshops to include: Oil painting, contextual	With support from staff, pupils develop a question and/or title which will be a base for their personal	Pupils begin artist research relevant to their coursework,	Pupils continue with their study, each experimenting individually, class structure is now individual	Pupils work on their contextual analysis, continuing with experimentation and artist

coreknowledge that are deepened and developed throughout the whole LTP)	studies, printing, producing large pieces and textile experimentation.	studies, printing, producing large pieces and textile experimentation.	investigation. Pupils start to record from life using a range of techniques. Students decide on a question for the related study component (3000 word essay) of their portfolio & start to research their chosen question.	developing their understand of the work of others in a much deeper and with more critical understanding. Practical responses to artists help students to develop their own skills and interests, constantly reviewing their practice. Pupils start to write their introduction for their personal studies.	mentoring along with appropriate and personalized demonstrations. Pupils build on their related study- one lesson put aside for theory per week. At the end of the year the rough related study should be almost completed with a conclusion.	research, always taking note of sources for their bibliography. Rough draft of most of the essay should be completed. All artists researched by the end of term. 15 hour exam to start development ideas.
Enriched knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of enriched knowledge that are deepened and developed throughout the whole LTP)	Contextual analysis- students delve deeper into the meaning behind works and learn to analyse them in preparation for their related studies.	Contextual analysis- students delve deeper into the meaning behind works and learn to analyse them in preparation for their related studies.	Students continue to build on their contextual analysis but also the analysis of their own work.	Students find personal connections to their work and use their life experiences to make their work personal where appropriate.	Students develop writing skills and understanding of the impact of art on the wider world through their contextual analysis and related studies.	Students develop writing skills and understanding of the impact of art on the wider world through their contextual analysis and related studies.
Key vocabulary (5 – 10) key words that represent the key knowledge of the unit)	Symbolism, narrative, social perception, subject, object, composition, imagery.	Symbolism, narrative, social perception, subject, object, composition, imagery.	Critical understanding.	Pupils will learn a range of new vocabulary as they build up their related study- these will be specific to the student and the topic that they have chosen.	Pupils will learn a range of new vocabulary as they build up their related study- these will be specific to the student and the topic that they have chosen.	Pupils will learn a range of new vocabulary as they build up their related study- these will be specific to the student and the topic that they have chosen.

Year 13 Intent	Pupils will show complete independence as they finish their A level journey, teachers are there as mentors and each student will experience a different artistic journey dependent on their own interests and choices. They will then build on the skills they have learned at KS4 and become sophisticated and proficient in both their practical work as well as their written work.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title	Portfolio development & related study	Portfolio Unit: Development	Portfolio: Final pieces	Externally set task	Externally set task	
Core knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of coreknowledge that are	Students now develop their ideas using inspiration from artists and other sources. They experiment and explore	Development of ideas is continued, final piece planning takes place. All ideas are annotated thoroughly with careful	Final pieces are created- these should show the very best of the student's skill and reflect their	OCR set a range of themes in February. Students choose their theme. Exam preparatory work	Finishing touches to exam prep is added in the first few weeks of the half term.	

deepened and developed throughout the whole LTP)	with a variety of materials. Related studies are completed and presented.	thought about why choices are being made.	investigations from the past year.	should contain observational studies, artist research & analysis, along with responses and development all preparing for the exam.	15 hour exam sat- usually mid-May.	
Enriched knowledge and skills (Up to 5 recurring, sequenced and progressive skills/areas of enriched knowledge that are deepened and developed throughout the whole LTP)	Students build on independence and their own practice, building on connections and context with wider world or personal stories.	Students build on independence and their own practice, building on connections and context with wider world or personal stories.	Students build on independence and their own practice, building on connections and context with wider world or personal stories.	Utilising all of the skills and techniques, students independently work towards planning their exam.		
Key vocabulary (5 – 10) key words that represent the key knowledge of the unit)	Pupils will learn a range of new vocabulary as they build up their related study- these will be specific to the topic they have chosen- they may include art movements, techniques or styles.	Pupils continue to use their knowledge of vocabulary to build on their annotations and show their understanding.	Pupils continue to use their knowledge of vocabulary to build on their annotations and show their understanding.	Analysis of work should continue to explain their thoughts and processes to the examiner.		