

St Thomas More RC College



Art - Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 7	Topics to be covered:	The Formal Elements of Art: Line, Shape, Colour	The Formal Elements of Art: Tone and Texture	The Formal Elements of Art: Pattern and Composition	Personal Process	Personal Process	Personal Process and exhibition
	Skills to be developed:	Identifying and exploring discreet formal elements such as line, shape and colour.	Identifying and exploring discreet formal elements such as texture and tone Visual literacy – building up vocabulary to describe the formal elements	Identifying and exploring discreet formal elements such as pattern and composition.	Developing ideas and exploring materials using the techniques and concepts from artists. Primary and secondary observation drawing.	Developing ideas and exploring materials using the techniques and concepts from artists. Synthesizing learning of formal elements into an artwork	Creating artworks for display. Making an artwork exhibition ready. How to photograph work.
	Key assessments taking place:	Baseline Assessment: Formal Elements	Critical analysis of artists work using key words and justifying opinions.	Portfolio based assessment: progress from baseline to present	Documentation of ideas and experiments.	Portfolio based assessment: progress from baseline to present	All work from the year including final pieces.
	Key vocabulary	Line: e.g. wiggling, sensitive, faint, bold Shape and form: organic, geometric. Colour: primary, secondary, tertiary, complimentary, warm, cold, analogous.	Tone: Light, mid and dark, gradient, blending, scale, contrast Texture: Implied and actual, mark making: scribbling, stippling and cross hatching, frottage.	Pattern: repetition, rotation, reflection, half drop repeat. Composition: space, focal point.	Line, Shape and form Tone Texture Colour Pattern Composition - balance	Line, Shape and form Tone Texture Colour Pattern Composition- balance	Line, Shape and form Tone Texture Colour Pattern Composition - balance
Opportunities for retrieval practice: students work through a booklet alongside their sketchbook to allow students to review their learning and skills when exploring ideas and concepts. Year 7 students complete a baseline and end of year assessment to check retrieval as well as reviewing key terms as part of Do Now and Starter tasks. Key words that have similar definitions do other subjects are addressed.							

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Year 8	Topics to be covered:	Identifying different types of Genre in Art	Still Life and Landscape*	Architecture*	Illustration*	Personal Process: Developing ideas for a final piece using observations, experiments and creativity.	Personal Process: Exploring ideas – selecting and refining an idea for a final piece.
	Skills to be developed:	Overview of types of artworks and their visual features including: Still Life, Portrait, Landscape, Sculpture, Illustration and architecture from different times and cultures.	Observational drawing. Perspective and horizon lines. Using colour to create distance. Visual literacy: comparing and contrasting artists.	Observational drawing focusing on mark making and texture. Comparing Gaudi and local architecture. How designers use nature to influence design.	Understanding the purpose of illustration across time. Analysing the work of a variety of illustrators from different times and cultures. Designing functional objects using illustrations.	Exploring one genre in more detail using a range of materials, concepts and influences. Developing ideas using materials, techniques, processes and research.	Creating a final piece based on genre exploration and developments. Creating an artwork using portfolio investigations.
	Key assessments taking place:	Baseline assessment	Observational drawing and critical analysis of artists work using key words.	Portfolio based assessment: progress from baseline to present	Design based assessment: using cultural and historical examples to influence designs.	Developed ideas	Portfolio based assessment including final pieces.
	Key vocabulary	Landscape Still life Portrait Sculpture/installation Architecture Illustration	Foreground, Mid ground, Background Composition Contrast Warm and cool colours Horizon line	Perspective Architectural features Geometric and organic shapes Negative space Texture Decoration Function vs Form	Non- representational Stylize Intuitive Mark making Composition Narrative Design Context.	Line Shape form Tone Texture Colour Composition Pattern Genre	Line Shape form Tone Texture Colour Composition Pattern Genre
	<p>Opportunities for retrieval practice: NOTE: The genre units are sometimes taught in different orders due to restrictions with resources.* Students complete a baseline assessment to check progress alongside their Year 7 achievement. Students work through their booklets alongside sketchbook and developed work to allow for students to review skills and language whilst developing new skills. These are also reviewed as part of starter, do now and plenary tasks to check understanding. Some genre projects are extended particularly when students take a particular interest in a topic to allow students to work independently. Key words are highlighted as part of success criteria to build visual literacy.</p>						

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Year 9	Topics to be covered:	Introduction to identity.	Developing ideas of identity.	Observation and exploration	Pathways And Personal Process	Personal Process: Conceptual Development	Personal Process: Conceptual Development
	Skills to be developed:	Review of formal elements and skills from previous year. How to document ideas. Observational drawing using a variety of techniques including tone, symmetry, scaffolding, reflection and mark making.	Identifying features of artworks that explore the concept of identity. Comparing and contrasting artists work. Selecting artists that relate to ideas. Visually responding to artists work.	Exploring a range of techniques, material and processes used by identity artists. Refining skills and identifying areas of success and interest.	Students see how art can influence future careers. All tasks have work related learning links to demonstrate how art skills are transferable to employment or other subjects. Students are introduced to GCSE assessment for Art.	Students select a style, artist, materials and ideas that they would like to pursue. Students produce designs and develop ideas based on their own identity.	Students develop ideas, techniques, processes and skills to create a final piece based on their explorations. Students produce a final piece for exhibition. Students learn how to photograph their final pieces.
	Key assessments taking place:	Baseline: Observational drawing using symmetry.	Visual response to an artist chosen by students.	Portfolio based assessment from baseline to present.	Student voice: students reflect on the art curriculum and suggest areas of improvement. Students reflect on their own progress and suggest areas of improvement.	Designs - selecting and refining an idea for a final piece based on the theme "identity"	Portfolio based assessment including final piece.
	Key vocab	Symmetry Proportion Contrast	Identity and culture Portraiture Symbolism and icons Pattern and repetition	Identity and culture Portraiture Symbolism and icons Pattern and repetition	Transferable learning Creativity Design Creative careers	Identity and culture Portraiture Symbolism and icons Pattern and repetition	Meaning and concept Audience Representation Diversity and inclusion Multicultural
	<p>Opportunities for retrieval practice: students work through a booklet alongside their sketchbook to allow students to review their learning and skills when exploring ideas and concepts. The year 9 curriculum explores the key words and skills from year 7 and 8 alongside issues that could be explore in year 11 (Me and My World). Students are encouraged to work in a developmental portfolio across the year similar to year 10 and students are building on their investigations throughout the project which allows students to revisit ideas, experiments and artists.</p>						

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Year 10	Topics to be covered:	Introduction to 3D unit: Wearable Art Observational drawing Recording Initial ideas Visual Research – wearable art and Met Gala Annotation	Critical analysis of a range of 3D artists including fashion designers, wearable art and sculptures. Experiments with 3D materials.	Developing ideas using visual research, experiments and artists. Independently exploring artists that relate to ideas.	Refining outcomes. Development of ideas, skills and analysis throughout portfolio.	Introduction to 2D project. Exploring the idea of Me and My World relating to portraiture, surroundings, dreams and nightmares and still life.	Mock exam: Observational outcome based on theme students selected theme of “Identity”
	Skills to be developed:	Observational skills using a variety of Materials, techniques and processes. How to document ideas and visual research Exploring different surface qualities.	Visual literacy including use of key words, structuring paragraphs and opinions and developing ideas based on research. Exploring limitations and potential of 3D materials including paper, clay, fabric and metal.	Fashion illustration Independent experimentation. Documenting and annotating ideas. 3D construction techniques.	Refining techniques and processes Documenting developments in portfolio. Completing outcomes to an “exhibition ready” standard.	Focus on 2D materials, techniques and processes including observational drawing from primary sources. Analysis of an artist that explores student’s identified theme.	Refining ideas and materials, and techniques. Practice skills for mock exam.
	Key assessments taking place:	AO3 Focus: Documenting ideas and observational drawing.	AO1 and AO2 Focus: Artist research and visual response to artists. Range of experiments.	AO2 and AO3 Focus: Design ideas and development. Independent research and exploration of materials relevant to ideas.	AO1 and AO4 focus: Artists that are relevant to ideas Final 3D outcome.	Review of all Assessment objectives.	Mock Exam: Raw Score based on all assessment objectives.
	Key vocabulary	Visual Research Body Adornment: ready to wear, haute couture, costume, wearable art Painting skills: stippling, scumbling, glazing, impasto Collagraph and play block	Visual Research Body Adornment: ready to wear, haute couture, costume, wearable art Painting skills: stippling, scumbling, glazing, impasto Collagraph and play block	Development Experimentation Refinement Observation and recording Composition Function vs Form Texture and surface Annotation	Development Experimentation Refinement Observation and recording Composition Function vs Form Texture and surface Annotation	Still life Surface Reflection distortion Composition and space Representation Symbolism Identity	Still life Surface Reflection distortion Composition and space Representation Symbolism Identity
<p>Opportunities for retrieval practice: The nature of GCSE Art is that students work on a continuous project using the assessment objectives and their outcomes (AO4) reflect all their investigations throughout their sketchbook through holistic assessment.</p>							

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Year 11	Topics to be covered:	Development of independent outcomes. Print Making	Exploring independent artists. Exploring 2D media independently	Final outcome – coursework. Start Exam Paper	Topics set by AQA on exam paper for students' independent exploration.	Exam – 10 Hour based on student's interdependent exploration of exam topic.	
	Skills to be developed:	Lino printing – 3 layer reduction lino. Mono printing Exploring initial ideas. Taking imaginative leaps and taking risks when exploring ideas, materials and processes.	Independent analysis of artists related to ideas. Visual responses to artist work Independent exploration of materials, techniques and processes relevant to ideas and intentions.	Independent exploration of AO1, AO2 and AO3 in preparation for Exam based on exam topics set by exam board.	Independent exploration of AO1, AO2 and AO3 in preparation for Exam based on exam topics set by exam board.	Independent exploration of AO1, AO2 and AO3 in preparation for Exam based on exam topics set by exam board. AO4 created under exam conditions.	
	Key assessments taking place:	AO2 Focus: Printmaking and/or 2D experiments	Review of all Assessment objectives.	Mock Exam – Final 2D outcome. Non-Examined Assessment (NEA) Component 1 RAW SCORE.	Feedback on progress.	Non-Examined Assessment (NEA) Component 2 RAW SCORE	
	Key vocabulary	Imaginative leaps Development Experimentation Refinement Observation and recording Composition Print making and repetition	Imaginative leaps Development Experimentation Refinement Observation and recording Composition	Imaginative leaps Development Experimentation Refinement Observation and recording Composition	Imaginative leaps Development Experimentation Refinement Observation and recording Composition	Imaginative leaps Development Experimentation Refinement Observation and recording Composition	
	<p>Opportunities for retrieval practice: The nature of GCSE Art is that students work on a continuous project using the assessment objectives and their outcomes (AO4) reflect all their investigations throughout their sketchbook through holistic assessment.</p>						