



## Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 8	Topics to be covered:	Identifying different types of Genre in Art	Still Life	Illustration		Architecture and landscape	
	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.	Understanding observational drawing and application of tone. Looking at forms and how to make them look 3D using ellipses and tone.	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. Visual literacy: comparing and contrasting artists.		Observational drawing. Perspective and horizon lines. Using colour to create distance, mark making and tone. Comparing Gaudi and local architecture. How designers use nature to influence design.	
	Key assessments taking place:	Baseline assessment	Observational drawing	Design based assessment: using cultural and historical examples to influence designs.		Portfolio based assessment: progress from baseline to present	
	Key vocabulary	Landscape Still life Portrait Sculpture/installation Architecture Illustration	Foreground, Mid ground, Background Composition Contrast Tone Primary and secondary observation	Non- representational Stylize Intuitive Mark making Composition Narrative Design Context.		Perspective Architectural features Geometric and organic shapes Negative space Texture Decoration Function vs Form Warm and cool colours Horizon line	
	Cross Curricular	Genres in English and Music Ellipses – Numeracy 3D Forms – numeracy Traditional, Modernist and Contemporary artists – History	One point perspective – DT Contemporary vs traditional artworks – History Henri Rousseau – MFL (French)	Illustration – Literacy Jon Burgerman video (Holocaust) – History Product designs used by illustrators – DT Digital drawing – Computing and Media Mythical Creatures – English Historical examples of illustrations – ancient - History		Gaudi – MFL (Spanish) Proportion – DT and Numeracy Sustainable materials – DT and Geography	
	Health and Safety	Students sign H&S and Behaviour agreement in booklets Establish routines for safe use of equipment and movement around the room.		Safe use of wet materials and pack up instructions for painting.		Dependent on materials: Establish routines for safe use of equipment and movement around the room.	
	<b>Opportunities for retrieval practice:</b> 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.						

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Year 10	Topics to be covered:	Introduction to 3D unit: Wearable Art Observational drawing Recording Initial ideas Experiments with 3D materials.	Critical analysis of a range of 3D artists including fashion designers, wearable art and sculptures. Visual Research – wearable art and Met Gala Annotation	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. Exploring limitations and potential of 3D materials including paper, clay, fabric and metal.	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. AO2 Focus: exploring unconventional materials	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 ploy block	Visual Research Body Adornment: ready to wear, haute couture, costume, wearable art Painting skills: stippling, scumbling, glazing, impasto Collagraph and ploy 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
	Gross Curricular	Annotation – Literacy and English Use of portfolio assessment – Drama Typography – DT Body Adornment – Textiles	3D design – DT Weaving, Paper making and pattern making and fashion illustrations – Textiles Contemporary artists – History Critical Analysis – English	Use of unconventional materials and recycling – Geography Textile Techniques relevant to student ideas – DT 3D techniques relevant to student ideas – DT Use of key words -Literacy		Personal identity -CPSHE Depending on students selection, students are encouraged to research their interest thoroughly and from a variety of sources.	
	Health and Safety	Establish routines for safe use of equipment and movement around the room.	Printing health and safety explained at beginning of lesson phases. Safe use of pliers, explained and demonstrated before student use.	Use of clay expectations established before lessons commence. Wet clean up emphasized. Demonstration of safe use of materials. Safe use of craft knife explained and demonstrated including safety clip to avoid slippage. All cutting takes place on green cutting mats.		Dependent on materials: Establish routines for safe use of equipment and movement around the room.	
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.							

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