# St Thomas More RC College



## Long-Term Plan

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
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	Composition	Composition	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
Cross Curricular	Contour Lines – geography Geometric shapes and forms – Numeracy Colour theory- Science and DT Henri Matisse – MFL (French) Traditional and Contemporary Art – history The role of an artist (WRL) - CPSHE Collage - French Writing in full sentences using key words – Literacy	Max Ernst – MFL (German) Geometric Shapes – Numeracy Insects and Sheep – Biology and Geography. Modernist and Traditional Art – History The role of an artist (WRL) -CPSHE Implied and actual texture – DT Light Sources – DT Explaining and describing key words – literacy	Tessellation, rotation, reflection – Numeracy M.C. Escher – Numeracy Colour theory – Science The role of an artist (WRL) - CPSHE Explaining and describing key words – literacy	The role of an artist (WRL) - CPSHE Biodiversity – Science and Geography Anatomy of an insect – Biology Symmetry and grid drawing – Numeracy	The role of an artist (WRL) - CPSHE Biodiversity – Science and Geography Anatomy of an insect – Biology Symmetry and grid drawing – Numeracy	The role of an artist and the purpose of exhibitions (WRL -CPSHE Collage – French
Health and Safety	Students sign H&S and Behaviour agreement in booklets Safe use of PVA glue and scissors Establish routines for safe use of equipment and movement around the room.		Safe use of scissors and paint Introduction to painting rules and routines. Establish routines for safe use of equipment and movement around the room.		Reinforce safe use of different types of paint including watercolours and poster paint. Safe movement around classroom	

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	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 assess ments 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	
Year 8	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	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 Nu Sustainable materials –	•
	Healt h and Safet	Students sign H&S and Behaviour a Establish routines for safe use of ed	greement in booklets quipment and movement around the room.	i	and pack up instructions for	1 .	s: Establish routines for safe use ement around the room.
		for retrieval practice:					

#### 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.

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Topics to be covered:	Introduction to identity.	Developing ideas of identity.	Observation and exploration	Pathways	Conceptual Development	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.
6	Key assessment s taking place:	Baseline: Observational drawing using symmetry.	Visual response to an artist chosen by students.	Portfolio based assessment from baseline to present.	Student voice.	Designs.	Portfolio based assessment including final piece.
Year	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
	Cross Curricular	Colour theory – Science Anatomy and proportion – Numeracy and Science Symmetry – Maths Mind map of identity – CPSHE	Patterns – Numeracy Anatomy of face – Science Frankenstein's Monster – English Golden ration and facial proportions - Numeracy	Contemporary artists – History Inference, iconography and meaning – English Comparing and contrasting artists – English	WRL – Pathways – CPSHE Use of a portfolio for assessment – Drama	Day of the Dead – History and Textiles Mood Meter – Health and Social Care and CPSHE Visual Literacy – Literacy	The role of an artist and the purpose of exhibitions (WRL) - CPSHE
	Health and Safety	Students sign H&S and Behav Establish routines for safe use around the room.	riour agreement in booklets e of equipment and movement	Dependent on materials: Esta equipment and movement ar Health and Safety as part of V	ound the room.	Dependent on materials: Establiand movement around the roor	ish routines for safe use of equipment n.
	Opportuniti	es 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.

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	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.
Year 10	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
	Cross 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.	

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Topics to be covered:	Development of 2D themes relating to identity	Exploring independent artists. Exploring 2D media independently	Final outcome – coursework. Start Exam Paper	Topics set by exam board on exam paper for students' independent exploration.	Exam – 10 Hour based on students interdependent exploration of exam topic.	
	Skills to be developed:	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 assessmen ts taking place:	AO2 Focus: 2D experiments AO3: Focus: recording ideas	Review of all Assessment objectives.	Mock Exam – Final 2D outcome. NEA Component 1 RAW SCORE.	Feedback on progress.	NEA Component 2 RAW SOCRE	
Year 11	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	
	Cross	Students are encouraged to select ideas individual identity from any subject. Identity - CPSHE	Analysis of artists work - literacy	Identity – CPSHE Evaluation of final piece - Literacy	Students are encouraged to research beyond artists to include designers, film makers, fashion, graphics relevant to their ideas and from a variety of sources and genres from any subject area.		
	Health and Safety	Establish routines for safe use of equipment and movement around the room.  Student materials, techniques and process are negotiated with teachers to establish which H&S routines need to be established before students undertake tasks.		Establish routines for safe use of equipment and movement around the room.  Student materials, techniques and process are negotiated with teachers to establish which H&S routines need to be established before students undertake tasks.			

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.