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|-----------------------|------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|                       | Finishing off and refinement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| T<br>e<br>r<br>m<br>3 |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Long Term Plan: [8] [Art]**

**Overview: Twisted Fairytales**

Within this project students continue their explorative journey through Art, Craft & Design and deepen their learning of the fundamentals through half termly technique time. Contextual studies interweave throughout KS3 to give pupils a breadth of understanding of the diversity and history of the subject.

Students will begin the project by learning about the playful works of Magaly Ohika. They will learn how contemporary artists take influence from masters such as Picasso. They will revisit their observational drawing skills as they draw the outline of their initial artist copy which they will finish using watercolour paints. These will be evolved using a variety of media and techniques such as printing and sgraffito. Students will then get to grips with the basics of portraiture. Firstly, by using YouTube as a guide to comprehend proportion, accuracy, mark-making and tone before turning to use a famous author as stimulus. Their portrait will encompass either warm or cold colours so they understand how harmonious colours can be used to create a cameo effect. They will later engage with the whimsical worlds their chosen author has created as they begin to learn how a person's imagination and life story forms the narrative of their art. Students will learn how words and pictures simultaneously can be composed to give an innovative spin on a book's blurb. They will use their authors' creations alongside their Magaly Ohika inspiration as stimulus for a currency design which they will later develop digitally on Photoshop. Students will end the year creating a personal response in the form of a 3D slot together character concluding all their development and influences.

|   |                 |                 |                 |                 |                 |                 |          |         |          |          |          |         |          |          |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------|---------|----------|----------|----------|---------|----------|----------|
| T | w.c<br>05.09.22 | w.c<br>12.09.22 | w.c<br>19.09.22 | w.c<br>26.09.22 | w.c<br>03.10.22 | w.c<br>10.10.22 | 31.11.22 | 7.11.22 | 14.11.21 | 21.11.22 | 28.11.22 | 5.12.22 | 12.12.22 | 19.12.22 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------|---------|----------|----------|----------|---------|----------|----------|

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|-----------------------|---|---|---------------------------------------|--|--|--------------------------------------|--|--|---|---|--|---|---|--------------------|
| r<br>m<br>1           | Observational Drawing   | Observational drawing                         | Water colour technique time           | Magaly Ohika Artist Copy   | Magaly Ohika Artist Copy   | Magaly Ohika Moodboard               | Magaly Ohika Artist Copy   | Magaly Ohika Artist Copy   | Magaly Ohika Research Poster  | Magaly Ohika Artist Copy  | Magaly Ohika Artist Copy   | Scraffiti o / printing<br><br>Technique Time  | Portraiture   | Portraiture        |
|                       | Recall of gridding up or using their pencil as a measuring tall | Using grid lines to achieve accurate outlines | How to apply watercolours effectively | Apply watercolours appropriately considering colour blending and direction | Apply watercolours appropriately considering colour blending and direction | How to cut accurately                | Apply watercolours appropriately considering colour blending and direction | Apply watercolours appropriately considering colour blending and direction | How to analyse an artist and use key terms appropriately<br><br>(Time to Write) | Assessment<br><br>Refinement and finishing of outcome independently | <i>Feed Forward</i><br><br>Refinement of outcomes based on feedback from assessment.<br><br>Introduction of using pencil crayon to refine. | Experimenting with media and developing ideas | Share brief 'The Big Picture'<br><br>Choosing an author<br><br>Researching author (Time to Write) | Drawing an outline |
| T<br>e<br>r<br>m<br>2 |   |   |                                       |  |  |                                      |  |  |   |   |  |   |   |                    |
|                       | Portraiture   | Portraiture Technique Time                    | Portraiture Feed forward              | Portraiture Technique Time   | Portraiture Feed forward   | Portraiture                          | Portraiture  |  |   |   |  |   |   |                    |
|                       | Drawing an outline  | How to add tone to the eyes and nose          | Applying learning                     | How to add tone to the mouth and hair                                      | Applying Learning  | How to add tone to the face and neck | 'Stop the Clock' Refinement and finishing of outcome                       |  |   |   |  |   |   |                    |

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| T<br>e<br>r<br>m<br>3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Long Term Plan:** [9] [Around the World]

| Overview   |                       |                       |                             |                       |                       |                       |                       |                              |                        |                 |                |                     |                     |                     |
|--|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------|------------------------|-----------------|----------------|---------------------|---------------------|---------------------|
| <p>Within this project students will continue their explorative journey through Art, Craft &amp; Design whilst learning technical fundamentals through half termly technique time. Contextual studies will interweave throughout KS3 to give pupils a breadth of understanding of the diversity and history of the subject. Students will begin the project developing their observational drawing skills whilst learning about 'still life'. Students will then be introduced to the colourful worlds of Rex Ray where they will learn how to use mixed media to create an inspired outcome. Breadth of media choice and understanding of experimentation will come from a series of workshops where students will learn how different artists, including masters such as Gaudi and Hudertwasser portray architecture. Within this they will explore how culture influences style and subject matter. Students will begin to personalise their development as they choose a country from around the world. They will research the architectural style and culture of their country before creating their final response. This will take the form of a live brief where pupils will be asked to design an innovative landmark for their country that encompasses learnt cultural style alongside their personal developed artistic preferences. Students will showcase their understanding of a personal response whilst factoring in their own intent as they conclude their KS3 journey and prepare for KS4.</p> |                       |                       |                             |                       |                       |                       |                       |                              |                        |                 |                |                     |                     |                     |
| T<br>e<br>r<br>m<br>1  | w.c<br>05.09.22       | w.c<br>12.09.22       | w.c<br>19.09.22             | w.c<br>26.09.22       | w.c<br>03.10.22       | w.c<br>10.10.22       | 31.11.22              | 7.11.22                      | 14.11.21               | 21.11.22        | 28.11.22       | 5.12.22             | 12.12.22            | 19.12.22            |
|  | Observational Drawing | Observational drawing | Tonal ladder technique time | Observational drawing | Observational drawing | Observational drawing | Observational drawing | Introduction to architecture | Moodboard and research | Artist Research | Technique Time | Rex Ray Artist Copy | Rex Ray Artist Copy | Rex Ray Artist Copy |

|        | Revisiting gridding up                          | Using grid lines to achieve accurate outlines | Revisiting tonal ladder<br>How to consider tonal direction | Applying relevant tone and considering direction | Applying relevant tone considering direction | <i>Feed Forward</i><br>Applying relevant tone considering direction | Finishing and refinement of outcome | Moodboard of architecture around the world | Moodboard of architecture around the world<br>Introduction to Rex Ray | 'Time to write'<br>Analysing the work of Rex Ray | Revisiting colour Theory using expressive painting techniques | Background selection and introduction to collage | Collage and planning composition | Collage and refining composition |
|--------|---|---|--|--|--|---|-------------------------------------|--|---|--|---|--|----------------------------------|----------------------------------|
| Term 2 | 02.01.23  |   |  |  |  |   |                                     |  |   |  |   |  |                                  |                                  |
|        | Rex Ray Artist Copy                             |   |  |  |  |   |                                     |  |   |  |   |  |                                  |                                  |
|        | How to refine work using a mixed media approach |   |  |  |  |   |                                     |  |   |  |   |  |                                  |                                  |
| Term 3 |   |   |  |  |  |   |                                     |  |   |  |   |  |                                  |                                  |
|        |   |   |  |  |  |   |                                     |  |   |  |   |  |                                  |                                  |

Year 10 Long Term Plan ART: (3 x Lesson per week) Natural Form 2022/2023

Overview

The focus of this unit is the learner's understanding of how to use and control a range of media to produce high quality outcomes whilst achieving all four assessment objectives. Students are given the opportunity to develop their own abilities whilst exploring sources, their imagination and personal artistic style to build confidence and sophistication before commencing their main unit of work.

Students will be given a starting point of 'Surreal Natural Forms' and introduced to artists inspired by this theme such as Erica Il Cane and Vladimir Kush. They will begin researching their selected artist as they learn how to analyse with a critical eye and unpick an artist's deeper narrative. Simultaneously students will produce an artist copy which considers accurate scale, tone and proportion. They will build upon KS3 learning as they use mark-making and media to create accurate tones and textures to complete their drawing in the artists' style. Students will then learn how to use basic collaging techniques to create their own surreal animal using printed images of animals from around the world. At this point students will begin to explore their imagination and learn about composition as they create a narrative and personality for their creature. Students will then learn about the art of typography using inspiration from artist Teesha Moore as they fill the background space of their original animal collage with a written narrative or chosen descriptive words. Students will develop their ideas using advanced collaging techniques whilst building upon their knowledge of colour theory to produce a detailed collage of a zoomed in section of their animal. Their detailed collage will also build upon previous learning of tone and texture by exploring colour sensitively using magazine papers. Ideas will develop through a series of experimental drawings where students will be encouraged to be resilient outside of their comfort zone. Their final source of research will be an abstract artist such as Kate Shaw and Sarah Boyts Yoder. Students will discuss and form opinions on abstract art alongside their abstract media exploration. Outcomes will be composed to form a whimsical landscape for their surreal animal to call home. The project will conclude with a personal response that brings all their development work together in the form of a digital tea towel or practical tactile outcome.

|                           | w.c 05/09   | w.c 12/09  | w.c 19/09                     | w.c 26/09                     | w.c 03/10                                  | w.c 10/10   | w.c 31/10  | w.c 07/11   | w.c 14/11                          | w.c 28/11                              | w.c 28/11                          | w.c 05/12                          | w.c 12/12                          | w.c 19/12  |
|---------------------------|---|--|-------------------------------|-------------------------------|--|---|--|---|------------------------------------|--|------------------------------------|------------------------------------|------------------------------------|--|
| T<br>e<br>r<br>m<br><br>1 | Learning Aim:   | Learning Aim.  | Learning Aim                  | Learning Aim:                 | Learning Aim:                              | Learning Aim:   | Learning Aim;  | Learning Aim:                                       | Learning Aim:                      | Learning Aim:                          | Learning Aim:                      | Learning Aim:                      | Learning Aim:                      | Learning Aim:  |
|                           | AO1   | AO3  | AO3                           | AO1/AO3                       | AO1/AO3                                    | AO1/AO3   | AO2/AO3  | AO2/AO3   | AO2/AO3                            | AO2/AO3                                | AO2/AO3                            | AO2/AO3                            | AO1/AO3                            | AO1/AO2/AO3  |
|                           | Intro to GCSE Assessment Criteria and 'Surreal Natural Form starting point' | Gridding up or tracing outline of chosen artist copy | Artist copy and media studies | Artist copy and media studies | Artist copy and media studies<br>Moodboard | Artist copy and media studies<br>Research Poster ( <i>Time to Write</i> ) | Surreal Animal Collage, and ransom note collage name<br>Research Poster ( <i>Time to</i> | Visual language experiments and descriptive writing | Surreal animal background outlines | Surreal animal background adding media | Detailed collage of surreal animal | Detailed collage of surreal animal | Detailed collage of surreal animal | 'Stop the Clock' Completion and refinement of unit so far covering all assessment objectives |

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|                       |  |  |  |  |  |  | Write)  |           |           |           |           |           |  |  |
| T<br>e<br>r<br>m<br>2 | w.c 04/01  | w.c 09/01  | w.c 16/01                                      | w.c 23/01                              | w.c 30/01                              | w.c 06/02  | w.c 20/02   | w.c 27/02 | w.c 06/03 | w.c 13/03 | w.c 20/03 | w.c 27/03 |  |  |
|                       | AO1/AO3  | AO1/AO3  | AO2/AO3  | A04                                    | A04                                    | A04/Ao3  | A01   |           |           |           |           |           |  |  |
|                       | Abstract artist moodboard and research Page<br><br>'Time to Write' | Abstract media exploration<br><br>Whimsical landscape composition in sketchbooks | Development of ideas and media experimentation | Final response and conclusion of ideas | Final response and conclusion of ideas | Final response and project evaluation<br><br>All work complete and present | Self Identity starting point<br><br>Moodboards and Initial research |           |           |           |           |           |  |  |

|                       |           |           |           |           |           |  |           |           |           |           |           |           |           |  |
|-----------------------|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|
|                       |           |           |           |           |           | ed in sketchbooks ready for Self-Identity Unit |           |           |           |           |           |           |           |  |
| T<br>e<br>r<br>m<br>3 | w.c 17/04 | w.c 24/04 | w.c 01/05 | w.c 08/05 | w.c 15/05 | w.c 22/05                                      | w.c 05/06 | w.c 12/06 | w.c 19/06 | w.c 26/06 | w.c 03/07 | w.c 10/07 | w.c 17/07 |  |
|                       |           |           |           |           |           |  |           |           |           |           |           |           |           |  |
|                       |           |           |           |           |           |  |           |           |           |           |           |           |           |  |

**Year 11 Long Term Plan ART: (3 x Lesson per week) Self Identity 2022/2023**

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|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Overview</b>  |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| This unit of work requires learners to develop their own ability and capacity in Art, Craft and Design, experimenting and demonstrating technical skills and media techniques whilst exploring their own imagination and artistic style.   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| Students will start the project researching an artist of choice who specialises in portraiture whilst simultaneously producing an artist copy that demonstrates their technical skill base. Students will develop their ideas by delving into their self-identity; they will learn how different artists produce works that reflect their life story and passions to tell their story in a visual capacity. Students will create a series of 'theme' images encompassing style and media inspiration from their chosen artist. They will create a series of experimental drawings using their self-portrait as stimulus. Students will conclude their unit of work through a stylised portrait which marries together their artist's style alongside their self-identity narrative and developed artistic style. Students will record ideas and reflections throughout this process. |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| Unit 1 portfolios will be complete by 21st December in preparation for their Unit 2 Exam paper commencing in January   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
|  | w.c 05/09 | w.c 12/09 | w.c 19/09 | w.c 26/09 | w.c 03/10 | w.c 10/10 | w.c 31/10 | w.c 07/11 | w.c 14/11 | w.c 21/11 | w.c 28/11 | w.c 05/12 | w.c 12/12 | w.c 19/12 |



|               |  |  |   |   |   |   |   |  |   |   |   |                         |   |   |
|---------------|--|--|---|---|---|---|---|--|---|---|---|-------------------------|---|---|
|               | AO1  | AO3  | AO3                                     | AO1/AO3   | AO1/AO3   | AO1/AO3   | AO1/AO3   | AO2/AO3  | AO2/AO3   | AO2/AO3   | AO4   | AO3/AO4                 | AO1-AO4   | AO1-AO4   |
| <b>Term 1</b> | <b>Continuation of Self Identity Introduced last Term/Covering all Assessment Objectives.</b><br><br><b>Students may need to write up their evaluation for their final Piece Natural Form + annotation and any mounting.</b><br><br>Mind Map/<br>Mood Board<br><br><b>Homework Artist Research</b> | Self Portraits<br>Tonal Drawings<br><br>or<br><br>Discovering Line experimentation | <b>Drawings linked to Self Identity</b> | Chosen Artist Copy<br><br>Chosen Artist moodboard | Chosen Artist Copy<br><br>Chosen Artist moodboard | Chosen Artist Copy<br><br>research Poster<br><i>'Time to Write'</i> | Chosen Artist Copy<br><br>research Poster<br><i>'Time to Write'</i> | Choosing a theme and development of ideas<br><br>Self-Identity Manifesto | Development of Ideas / media studies linked to theme<br><br>Self-Identity Manifesto | Development of Ideas / media studies linked to theme<br><br>Self-Identity manifesto | <b>EXAM</b> (10 hours)<br>Date to be confirmed<br><br>Continuation of coursework / final response | Evaluation / Annotation | <i>'Stop the Clock'</i><br><br>Completion of unit<br>Covering all assessment objectives | <i>'Stop the Clock'</i><br><br>Completion of unit<br>Covering all assessment objectives |

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|                       |   |  |   |                               |               |               |  |  |  |  |   |   |           |  |
| T<br>e<br>r<br>m<br>2 | w.c 04/01                                     | w.c 09/01  | w.c 16/01   | w.c 23/01                     | w.c 30/01     | w.c 06/02     | w.c 20/02  | w.c 27/02  | w.c 06/03  | w.c 13/03  | w.c 20/03                                 | w.c 27/03                                 |           |  |
|                       |   | A01  | A03   | A03                           | A03           | A03           | A01/A02/A03  | A01/A02/A03  | A01/A02/A03  | A01/A02/A03  | A02/A03                                   | A02/A03                                   |           |  |
|                       | AQA Externally set assignment available (2nd) | Moodboard and Research Poster for chosen starting point / artist<br><br><i>'Time to Write'</i> | Artist Copy 1<br><br>Finishing of research poster<br><br><i>'Time to Write'</i> | Artist Copy 1                 | Artist Copy 2 | Artist Copy 2 | Development of Ideas / media studies linked to theme | Development of Ideas / media studies linked to theme | Development of Ideas / media studies linked to theme | Development of Ideas / media studies linked to theme | Refinement of ideas and planning for exam | Refinement of ideas and planning for exam |           |  |
| T<br>e<br>r<br>m<br>3 | w.c 17/04                                     | w.c 24/04  | w.c 01/05   | w.c 08/05                     | w.c 15/05     | w.c 22/05     | w.c 05/06  | w.c 12/06  | w.c 19/06  | w.c 26/06  | w.c 03/07                                 | w.c 10/07                                 | w.c 17/07 |  |
|                       | A04   |  |   |                               |               |               |  |  |  |  |   |   |           |  |
|                       | 10 hour exam / course end                     | In house marking and standardisation   | In house marking and standardisation  | Submission deadline for marks |               |               | Moderation TBC                                       |  |  |  |   |   |           |  |