

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group Ensuring that end points & NC/spec are covered Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

	Year 7 Art & Design	(Art)				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Visual Elements of Art:	Visual Elements of Art: Tone	Visual Elements of Art:	Visual Elements of	Visual Elements of	Visual Elements of
	Line		Colour	Art: Line	Art: Tone	Art: Colour
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	•	To explore and learn the key		To explore and learn the	To explore and learn the	To explore and learn the key
		,	key words/elements and	key words/elements and	key words/elements and	words/elements and skills for use of
	and skills for use of Line	for use of Tone in Art	skills for use of Colour in	skills for use of Line in Art	skills for use of Tone in Art	Colour in Art
	in Art		Art			
Knowledge/	LINE:	TONE:	COLOUR:	LINE:	TONE:	COLOUR:
Skills:	Mark making:	Shading & Blending.	Mixing	Mark making:	Shading & Blending.	Mixing
	To be able to use line	To be able to create	To be able to Mix primary	To be able to use line for	To be able to create	To be able to Mix primary colours to
	for mark making –by	graduated tone by blending	colours to make secondary	mark making –by varying	graduated tone by	make secondary and tertiary colours.
	varying the pressure of	from light to dark.	and tertiary colours.	the pressure of the pencil.	blending from light to	To be able to mix colours to make a
	the pencil.	To be able to use Cross-	To be able to mix colours	Drawing:	dark.	range of hues, tones and shades.
	Drawing:	hatch –build up criss-cross	to make a range of hues,	To be able to create an	To be able to use Cross-	Blending
	To be able to create an	lines to create different	tones and shades.	outline/ line drawing from	hatch -build up criss-cross	To be able to blend a range of hues.
	outline/ line drawing	tonal values.	Blending	observation.	lines to create different	PATTERN:
	from observation.	To be able use add tints and	To be able to blend a	To be able to use	tonal values.	To be able to create/ design repeat
	To be able to use	shades to affect tonal value.		continuous line to create a	To be able use add tints	pattern using a series of shapes or
	continuous line to	To know how to create tone	PATTERN:	drawing.	and shades to affect tonal	motifs.
	create a drawing.	using transparent and	To be able to create/	To understand Art, Design	value.	To be able to apply pattern to
	To understand Art,	opaque technique in	design repeat pattern	and Architectural history,	To know how to create	decorate a surface.
	Design and	watercolour.	using a series of shapes or	relevant to the visual	tone using transparent	To understand Art, Design and
	Architectural history,	To understand Art, Design	motifs.	elements studied.	and opaque technique in	Architectural history, relevant to the
	relevant to the visual	and Architectural history,	To be able to apply	<u>Demonstrate an</u>	watercolour.	visual elements studied.
	elements studied.	relevant to the visual	pattern to decorate a	understanding of	To understand Art, Design	Demonstrate an understanding of
	Demonstrate an	elements studied.	surface.	chronology from Ancient	and Architectural history,	chronology from Ancient Art to
	understanding of	<u>Demonstrate an</u>	To understand Art, Design	Art to Contemporary Art.	relevant to the visual	Contemporary Art.
	chronology from	understanding of chronology	and Architectural history,	<u>Contextual</u>	elements studied.	<u>Contextual</u>
	Ancient Art to	from Ancient Art to	relevant to the visual	To discuss Art in context	Demonstrate an	To discuss Art in context to purpose
	Contemporary Art.	Contemporary Art.	elements studied.	to purpose and meaning.	understanding of	and meaning.
	<u>Contextual</u>	<u>Contextual</u>	Demonstrate an	EXPERIMENT:	chronology from Ancient	EXPERIMENT:
	To discuss Art in context	To discuss Art in context to	understanding of	To be able to show	Art to Contemporary Art.	To be able to show experimentation
	to purpose and	purpose and meaning.	chronology from Ancient	experimentation with	<u>Contextual</u>	with technique and media in response
	meaning.	EXPERIMENT:	Art to Contemporary Art.	technique and media in		to the visual element covered.



	EXPERIMENT:	To be able to show	Contextual	response to the visual	To discuss Art in context	REFINE:
			To discuss Art in context	'		
		•	to purpose and meaning.		to purpose and meaning. EXPERIMENT:	Evaluate work in progress to select
	technique and media in	'	EXPERIMENT:		To be able to show	and apply a technique and process to achieve your artistic intention.
	•	element covered.	To be able to show	, ,		COMMUNICATE:
				,	experimentation with	
			experimentation with	· · ·	technique and media in	To be able to visually communicate
		Evaluate work in progress to	•	achieve your artistic	response to the visual element covered.	your process and journey from stimulus to outcome'
		select and apply a technique	·	intention.		
		and process to achieve your		COMMUNICATE:	REFINE:	(Artist research, mood board,
	'''		REFINE:	•		experiments, outcome/s).
	,		Evaluate work in progress	•	to select and apply a	To be able to label/ annotate your use
		·	to select and apply a		technique and process to	of media and techniques to
			technique and process to		achieve your artistic	communicate your process,
	•	, ,	achieve your artistic	,,	intention.	development and outcomes.
	, , , , , , , , , , , , , , , , , , , ,		intention.	board, experiments,	COMMUNICATE:	RESEARCH
	, ,	(Artist research, mood	COMMUNICATE:	outcome/s).	To be able to visually	To be able to Research and source
		, , ,	To be able to visually	To be able to label/		Artists to develop understanding
			communicate your	•	,	(Books, Internet, Galleries,
	'	· ·	process and journey from		stimulus to outcome'	Exhibitions, library, Magazines).
		annotate your use of media		communicate your	(Artist research, mood	ANALYSIS
	·	and techniques to	(Artist research, mood	process, development and	· ·	To know and use key vocabulary in
	To be able to label/	communicate your process,	board, experiments,	outcomes.	outcome/s).	verbal discussion, and use in the
i	annotate your use of	development and outcomes.	outcome/s).	RESEARCH	To be able to label/	correct context.
l	media and techniques	RESEARCH	To be able to label/	To be able to Research	annotate your use of	To be able to verbally analyse a work
İ	to communicate your	To be able to Research and	annotate your use of	and source Artists to	media and techniques to	of art discussing the visual elements
	process, development	source Artists to develop	media and techniques to		I	and principles and its impact on the
	and outcomes.	understanding (Books,	communicate your	(Books, Internet, Galleries,	process, development and	<u>viewer</u>
	RESEARCH	<u>Internet, Galleries,</u>	process, development and	Exhibitions, library,	outcomes.	To be able to formulate some opinion
ļ	To be able to Research	Exhibitions, library,	outcomes.	Magazines).	RESEARCH	on pieces of art work
	and source Artists to	Magazines).	RESEARCH	ANALYSIS	To be able to Research	To be able to verbally discuss subject
	develop understanding	ANALYSIS	To be able to Research	To know and use key	and source Artists to	matter, themes, issues, contexts and
	Books, Internet,	To know and use key	and source Artists to	vocabulary in verbal	develop understanding	ideas in work.
	Galleries, Exhibitions,	vocabulary in verbal	develop understanding	discussion, and use in the	(Books, Internet, Galleries,	
ļ	ibrary, Magazines).	discussion, and use in the	(Books, Internet, Galleries,	correct context.	Exhibitions, library,	
	ANALYSIS	correct context.	Exhibitions, library,	To be able to verbally	Magazines).	
ŀ	To know and use key	To be able to verbally	Magazines).	analyse a work of art	ANALYSIS	
		analyse a work of art	ANALYSIS	discussing the visual	To know and use key	
	discussion, and use in	discussing the visual	To know and use key	elements and principles	vocabulary in verbal	
j	the correct context.	elements and principles and	vocabulary in verbal	and its impact on the	discussion, and use in the	
ŀ	To be able to verbally	its impact on the viewer	discussion, and use in the	viewer	correct context.	
į	analyse a work of art		correct context.			



	elements and principles and its impact on the viewer To be able to formulate some opinion on pieces of art work To be able to verbally discuss subject matter, themes, issues, contexts and ideas in work.	themes, issues, contexts and ideas in work.	To be able to formulate some opinion on pieces of art work To be able to verbally discuss subject matter, themes, issues, contexts and ideas in work.	some opinion on pieces of art work To be able to verbally discuss subject matter, themes, issues, contexts and ideas in work.	discussing the visual elements and principles and its impact on the viewer To be able to formulate some opinion on pieces of art work To be able to verbally discuss subject matter, themes, issues, contexts and ideas in work.	
End points covered:	confidence in the use of media demonstrating a sound understanding of the materials and techniques they use (Practical Skills) Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History). Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from	Fluency and confidence in the use of media demonstrating a sound understanding of the materials and techniques they use (Practical Skills) Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History). Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	Fluency and confidence in the use of media demonstrating a sound understanding of the materials and techniques they use (Practical Skills) Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History). Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	understanding of the materials and techniques they use (Practical Skills) Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History). Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms	in the use of media demonstrating a sound understanding of the materials and techniques they use (Practical Skills) Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History). Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process)	Fluency and confidence in the use of media demonstrating a sound understanding of the materials and techniques they use (Practical Skills) Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History). Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)



	Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)					
NC/Spec coverage:	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. Produce creative work, exploring their ideas and recording their experiences. Pupils should be taught	drawing, painting, sculpture and other art, craft and design techniques. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. Produce creative work, exploring their ideas and recording their experiences. Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution.	sculpture and other art, craft and design techniques. To use a range of techniques to record their observations in sketchbooks, journals and	drawing, painting, sculpture and other art, craft and design techniques. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. Produce creative work, exploring their ideas and recording their experiences. Pupils should be taught to develop their creativity	observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. Produce creative work, exploring their ideas and recording their experiences.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. Produce creative work, exploring their ideas and recording their experiences. Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Evaluate and analyse creative works using the language of art, craft and design. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
	to develop their creativity and ideas, and		proficiency in their execution.	proficiency in their execution.	proficiency in their execution.	Develop a critical understanding of artists, architects and designers,



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	increase proficiency in	strengthen the visual impact	*	Analyse and evaluate	Analyse and evaluate	expressing reasoned judgements that
	their execution.	or applications of their work.	The state of the s	their own work, and that	their own work, and that	can inform their own work.
	Analyse and evaluate	Evaluate and analyse	of others, in order to	of others, in order to	of others, in order to	
	their own work, and	creative works using the	strengthen the visual	strengthen the visual	strengthen the visual	
	that of others, in order	language of art, craft and	impact or applications of	impact or applications of	impact or applications of	
	to strengthen the visual	_	their work.	their work.	their work.	
	impact or applications	To analyse and evaluate	Evaluate and analyse	Evaluate and analyse	Evaluate and analyse	
	of their work.	their own work, and that of	creative works using the	creative works using the	creative works using the	
	Evaluate and analyse	others, in order to	language of art, craft and	language of art, craft and	language of art, craft and	
	creative works using the	strengthen the visual impact	design.	design.	design.	
	language of art, craft	or applications of their work.	To analyse and evaluate	To analyse and evaluate	To analyse and evaluate	
	and design.	Develop a critical	their own work, and that	their own work, and that	their own work, and that	
	To analyse and evaluate	understanding of artists,	of others, in order to	of others, in order to	of others, in order to	
	their own work, and	architects and designers,	strengthen the visual	strengthen the visual	strengthen the visual	
	that of others, in order	expressing reasoned	impact or applications of	impact or applications of	impact or applications of	
	to strengthen the visual	judgements that can inform	their work.	their work.	their work.	
	impact or applications	their own work.	Develop a critical	Develop a critical	Develop a critical	
	of their work.		understanding of artists,	understanding of artists,	understanding of artists,	
	Develop a critical		architects and designers,	architects and designers,	architects and designers,	
	understanding of		expressing reasoned	expressing reasoned	expressing reasoned	
	artists, architects and		judgements that can	judgements that can	judgements that can	
	designers, expressing		inform their own work.	inform their own work.	inform their own work.	
	reasoned judgements					
	that can inform their					
	own work.					
Cross-curricular links:	Proportion – Math	Ratios – Maths	Proportion – Math	 Proportion – Math	Ratios – Maths	Proportion – Math
	Architecture – DT		Architecture – DT	Architecture – DT		Architecture – DT
	Ratios - Maths		Ratios – Maths	Ratios - Maths		Ratios – Maths
			Science – Colour Theory			Science – Colour Theory
			·			•
Assessments:	Assessment	Assessment opportunities:	Assessment opportunities:	Assessment opportunities:	Assessment opportunities	: Assessment opportunities:
	opportunities:	Formative/Summative -	Formative/Summative -	Formative/Summative -	Formative/Summative -	Formative/Summative -
	Formative/Summative -	Tone/Tints/Shades	Colour Worksheet	Mark Making Skills	Tone/Tints/Shades	Colour Worksheet
	Mark Making Skills	Experiments	Material Experiments	Visual Artist Analysis	Experiments	Material Experiments
	Visual Artist Analysis	Observational Drawing	Visual Artist Analysis	Literacy - Annotations	Observational Drawing	Visual Artist Analysis
	Literacy - Annotations	Literacy - Annotations	Literacy - Annotations		Literacy - Annotations	Literacy - Annotations
	Other academy int	ent priorities				
Curriculum Careers -	Product Design	Graphic Design	Architecture	Product Design	Graphic Design	Architecture
	Do Now - Carrers Link	Do Now - Carrers Link	Interior Design	Do Now - Carrers Link	Do Now - Carrers Link	Interior Design
			Fashion Design			Fashion Design





			Do Now - Carrers Link			Do Now - Carrers Link
Culturally rich –	Do Now – Cultural	Do Now – Cultural	Do Now – Cultural	Do Now – Cultural	Do Now – Cultural	Do Now – Cultural Discussion
broadening horizons	Discussion	Discussion	Discussion	Discussion	Discussion	