

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 11 Art & Design (Art)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Generating. Final outcome	Develop Practical Final outcome	Generating	Develop practical	Component 3	
Unit length:	7 weeks	7 weeks	6 weeks	7 weeks	5 weeks	7 weeks
Key concepts:	Montage composition/ planning Gallery presentation. Development of final outcome planning stages including initial photography.	Client presentation and outcome. Generation of ideas, review and refinement of composition. Generation of outcome.	Understanding brief Mood board Contextual/ artist research	Personal photoshoot Drawing from images Experimenting and application of skills learnt in C1/2	Outcome final piece (realising intentions)	
Knowledge/ Skills:	EXPERIMENT: To be able to show experimentation with composition, media and techniques.	MARK MAKING. To be able to use a sophisticated rang e of technique and process to apply tonal	A1 Interpreting a brief • Understanding the client: o inform ideas through researching relevant work and inspiration	B2 Applying a creative process through different disciplines • Applying industry approaches relevant to a project:	C1 Reviewing work based on client needs • Review: o fitness for purpose: clarity of message, ease of use, accessibility, appropriateness	

	<p>To be able to personalise outcome of experiments based on personal direction, which include evidence from starting point to final outcome.</p> <p>REFINE: Evaluate work in progress to select and apply a technique and process to achieve your artistic intention.</p> <p>To be able to articulately use specialised vocabulary be able to communicate intention and outcome.</p> <p>COMMUNICATE: To be able to Communicate your process and journey from stimulus to outcome, (Artist & Contextual research, mood board, experiments, improvements, outcome/s). To be able to annotate your use of composition, media, and techniques to communicate your</p>	<p>values across media and material.</p> <p>To be able to review and refine process to adapt and improve outcome.</p> <p>Proportion. Drawing:</p> <p>To be able to undertake a range of techniques to experiment with proportion with accuracy.</p> <p>To be able to use a variety of materials to create realistic drawings from primary/secondary observations using proportion through sighting</p> <p>Composition: Drawing:</p> <p>To be able to experiment with a range of compositional techniques adapting outcomes to suit outcome.</p>	<p>o look at relevant organisations and products</p> <p>o define client needs and constraints: style, function, purpose</p> <p>o define the audience: age, race, gender, income, occupation, location</p> <p>o identify the work that needs to be created and creative opportunities</p> <p>o plan: time, materials, tools, costs.</p> <p>A2 Considering constraints and intentions</p> <ul style="list-style-type: none"> • Creative constraints: <ul style="list-style-type: none"> o technical requirements of the final response: format, material, purpose o available materials and resources o feasibility of own ideas o standing out from similar work. • Personal intentions: <ul style="list-style-type: none"> o personal skills development o building on own strengths 	<p>o digital and graphic: visualisation, digitising, information organisation/layout, testing on stock/screen, outputting</p> <p>o photography: planning, studio/location, lighting, staging/documentary, editing/manipulation, printing, outputting</p> <p>o illustration: observation, rough/sketch/drafting, sampling, creating, edition, retouching.</p> <p>Consider constraints of the brief by:</p> <ul style="list-style-type: none"> o working within the constraints of the brief o selecting the most adequate tests in relation to the brief o using suitable materials and techniques for the audience o addressing quality issues: technical, finish, function 	<p>o audience expectation: what the audience expects in comparison to the quality of the actual work</p> <p>o how well work relates to the audience: materials, techniques and processes.</p> <p>C2 Presenting own work to a client</p> <ul style="list-style-type: none"> • Presenting development and final response in a portfolio for a client: <ul style="list-style-type: none"> o digitising work through photography or scanning and software o showing key stages of the project: initial ideas, materials and techniques tests, review stages, final response o stages of refinement using images and or annotation o presentation: structure, layout, organisation, style, clarity. • Presenting intentions through images and annotation to a client: <ul style="list-style-type: none"> o changes in direction o creative decisions 	
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	<p>process, development, and outcomes.</p>	<p>To be able to sophisticatedly apply photo montage, collage or assemblage to personal final outcome</p> <p>Photography: To be demonstrate and plan for effective use of a range of compositional techniques within personal photoshoots.</p> <p>To be able to review and refine photoshoots based on improving, editing, and adapting outcomes.</p> <p>To be able to use a range of photography techniques to plan, arrange and direct photoshoots for final outcome.</p> <p>Shading & blending:</p> <p>To be able to effectively develop colour / tonal palette in a variety of materials to suit any outcome.</p>			<p>o management of constraints o justifying changes.</p> <ul style="list-style-type: none"> • Showing the final response: details, different angles, details of texture and materials. 	
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<p>End points covered:</p>	<p>Fluency and confidence in the use of media demonstrating a sound understanding of the materials and techniques they use (Practical Skills)</p>	<p>Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process)</p>	<p>Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process)</p>	<p>Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process)</p>	<p>Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process)</p>	
<p>NC/Spec coverage:</p>	<p>o be able to explore a wide application of specialist skills. To be able to review and refine to demonstrate a consistent improvement of a range of techniques.</p>	<p>Application of specialist skills with reasoned review and consistent improvement.</p>	<p>COMPONENT 3: RESPONDING TO A CLIENT BRIEF AO1 Demonstrate understanding of client needs AO2 Develop and produce a response to a client brief AO3 Present a response to a client brief</p>	<p>COMPONENT 3: RESPONDING TO A CLIENT BRIEF AO1 Demonstrate understanding of client needs AO2 Develop and produce a response to a client brief AO3 Present a response to a client brief</p>	<p>COMPONENT 3: RESPONDING TO A CLIENT BRIEF AO1 Demonstrate understanding of client needs AO2 Develop and produce a response to a client brief AO3 Present a response to a client brief</p>	
<p>Cross-curricular links:</p>	<p>DT- Designing a piece to respond to a brief Performing arts- Responding to a client brief</p>	<p>DT- Designing a piece to respond to a brief Performing arts- Responding to a client brief</p>	<p>DT- Designing a piece to respond to a brief Performing arts- Responding to a client brief</p>	<p>DT- Designing a piece to respond to a brief Performing arts- Responding to a client brief</p>	<p>DT- Designing a piece to respond to a brief Performing arts- Responding to a client brief</p>	

Assessments:	Verbal feedback given throughout the development of solo pieces Students will receive a minimum of one formative and one summative assessment each term .
<i>Other academy intent priorities</i>	
Curriculum Careers - Gatsby 4	Throughout the course, we cover different careers related to each sector of the ART industry. Links to the performance arts industries and further education .
Culturally rich – broadening horizons	Opportunities to see art from different cultures and areas of the world . The impact of art in different cultures and an regions , Potential trips to galleries , museums .