

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 10 Art & Design (Art)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Idea Generation: Investigating the brief – personal direction.	Developing Practical skill: Artist investigation	Generation of Ideas: personal investigation development.	Developing practical skill/ idea generation.	Idea Generation/ practical skill. Collage/montage/ assemblage.	Develop practical skill.
Unit length:	7 weeks	7 weeks	6 weeks	7 weeks	5 weeks	7 weeks
Key concepts:	Understanding of how the gallery fits the brief. Understanding of the meaning of Montage/ assemblage and collage Research and present artist examples <i>Respond to a found artist.</i>	Artist obsession. Workshop: acrylic.	Development of personal direction through: Mood board. Photoshoots Artist research.	Personal direction photoshoot, plan review and refinement. Work shop.	Developing and reviewing use of Collage/montage/ assemblage through experimentation.	Understanding how to bring all units covered together for an outcome.

<p>Knowledge/ Skills:</p>	<p>To know and study Key artists and art works linked to the theme Time and to further explore personal subcategories under this title. To be able to confidently discuss a key artist with knowledge of context/ links to the theme of Time and further explore personal subcategories under this title. Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Time and independently explore personal chosen subcategories. To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Time. To be able to</p>	<p>EXPERIMENT: To be able to show experimentation with composition, media and techniques.</p> <p>To be able to personalise outcome of experiments based on personal direction.</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).</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 direct models used to specified outcome.</p> <p>RESEARCH To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</p> <p>To be able to make confident links to client brief and research appropriately.</p> <p>COMMUNICATE:</p>	<p>EXPERIMENT: To be able to show experimentation with composition, media and techniques.</p> <p>To be able to personalise outcome of experiments based on personal direction.</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).</p>	<p>To know and study Key artists and art works linked to the theme Time and to further explore personal subcategories under this title.</p> <p>EXPERIMENT: To be able to show experimentation with composition, media and techniques.</p> <p>To be able to personalise outcome of experiments based on personal direction.</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</p>	<p>A combination of all key skills covered.</p>
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	<p>explore how personally selected subcategories fit within the SMSC framework and be able to make connecting links to personal outcome.</p> <p>RESEARCH To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines). To be able to make confident links to client brief and research appropriately.</p> <p>ANALYSIS To be able to discuss the artistic choices and their impact on the viewer using key vocabulary. To be able to discuss</p>	<p>To be able to annotate your use of composition, media, and techniques to communicate your process, development, and outcomes.</p> <p>ANALYSIS To be able to discuss the artistic choices and their impact on the viewer using key vocabulary. To be able to discuss subject matter in the context of personally selected final direction.</p> <p>To be able to formulate an opinion on pieces of artwork relevant to personal direction.</p> <p>To be able to use the knowledge gained to make relevant connections within own personal direction.</p> <p>To be able to discuss subject matter, themes, issues, contexts, and ideas in the context of Time and personally selected sub category.</p>	<p>To be able to Communicate your process and journey from stimulus to outcome, (Artist & Contextual research, mood board, experiments, improvements, outcome/s).</p> <p>To be able to annotate your use of composition, media, and techniques to communicate your process, development, and outcomes.</p> <p>ANALYSIS To be able to discuss the artistic choices and their impact on the viewer using key vocabulary. To be able to discuss subject matter in the context of personally selected final direction.</p> <p>To be able to formulate an opinion on pieces of artwork relevant to personal direction.</p>	<p>Workshops:</p> <p>To partake in a series of specialist technique work shops to explore and review outcome in relation to personal direction.</p> <p>To be able to annotate your use of composition, media, and techniques to communicate your process, development, and outcomes.</p>	<p>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>	
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<p>End points covered:</p>	<p>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them</p>	<p>Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and</p>	<p>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them</p>	<p>Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and</p>	<p>Fluency and confidence in the use of media demonstrating a sound understanding of the materials and</p>	<p>Fluency and confidence in the use of media demonstrating a sound understanding of the materials and</p>

	(Art History). Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	intentions from varying starting points. (Process) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	(Art History). Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	intentions from varying starting points. (Process)	techniques they use (Practical Skills)	techniques they use (Practical Skills) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)
NC/Spec coverage:	Exploration of art and design informed by research of art and design practice.	Exploration of art and design informed by research of art and design practice.	Exploration of art and design informed by research of art and design practice.	Exploration of art and design informed by research of art and design practice. Application of specialist skills with reasoned review and consistent improvement.	Exploration of art and design informed by research of art and design practice. Application of specialist skills with reasoned review and consistent improvement.	Application of specialist skills with reasoned review and consistent improvement.
Cross-curricular links:	*These will be specific to individual personal investigations but are likely to include; Social Science (social, moral context). History (Events impacting Art). Maths (Visual.. balance, proportion, composition). English (Literacy) .DT Realising Intentions	Social Science (social, moral context). History (Events impacting Art).	Social Science (social, moral context). History (Events impacting Art). Maths (Visual.. balance, proportion, composition). English (Literacy) .DT Realising Intentions			

<p>Assessments:</p>	<p>Formative/summative . Montage research. Literacy. Gallery research.</p>	<p>Formative/summative. Response to artist. Literacy. review work</p>	<p>Formative/summative . mood board Literacy. Planning document for photoshoot.</p>	<p>Formative/summative mind map Literacy.</p>	<p>Formative/summative final visual outcome of research Literacy. G</p>	<p>Formative/summative mind map Literacy. Gallery research.</p>
<p><i>Other academy intent priorities</i></p>						
<p>Curriculum Careers - Gatsby 4</p>	<p>Throughout the course, we cover different careers related to each sector of the ART industry. Links to the performance arts industries and further education .</p>					
<p>Culturally rich – broadening horizons</p>	<p>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 .</p>					