

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 13 PHO						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Personal Investigation: Planning for Final Piece & Written task	Personal Investigation Final Outcome & Written task	Externally set Task Introduction	Externally Set Task Development & Refinement		
Unit length:	7 weeks	7 weeks	6 weeks	7 weeks	5 weeks	7 weeks
Key concepts:	Written task/ Analysis Developing/ refining outcome Refining composition Recording ideas for outcome	Written task/ Analysis Developing/ refining outcome Realising Intentions Presenting Outcome	Mind Map Introduction to theme Mood board Photoshoot/ Recording Experimenting Ideas Experimenting technique	Recording Developing ideas Refining Ideas Refining technique Recording Planning for final piece		
Knowledge/ Skills:	Communication Idea Development Refinement	Refinement Recording Written Analysis	Research Communication Idea Experimentation	Communication Idea Development Idea refinement		

	<p>Planning</p> <p>Written Analysis</p>		<p>Technique experimentation</p> <p>Written Analysis</p> <p>Visual Analysis</p> <p>Record</p>	<p>Technique refinement</p> <p>Visual analysis</p> <p>Record</p>		
<p>End points covered:</p>	<p>Fluency and confidence in the use of Fine Art and Photography media demonstrating a sound understanding of the materials and techniques they use (Practical Skills).</p> <p>Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).</p> <p>Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History).</p> <p>Confidently critique, analyse and discuss Art and Design in visual, and oral forms</p>	<p>Fluency and confidence in the use of Fine Art and Photography media demonstrating a sound understanding of the materials and techniques they use (Practical Skills).</p> <p>Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).</p> <p>Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History).</p> <p>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms</p>	<p>Fluency and confidence in the use of Fine Art and Photography media demonstrating a sound understanding of the materials and techniques they use (Practical Skills).</p> <p>Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).</p> <p>Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History).</p> <p>Confidently critique, analyse and discuss Art and Design in visual, written</p>	<p>Fluency and confidence in the use of Fine Art and Photography media demonstrating a sound understanding of the materials and techniques they use (Practical Skills).</p> <p>Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).</p> <p>Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History).</p> <p>Confidently critique, analyse and discuss Art and Design in visual, written</p>		

	written and oral forms (Communicate)		and oral forms (Communicate)	and oral forms (Communicate)		
NC/Spec coverage:	<p>A01, A02, A03</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>The investigation must be informed by an aspect of contemporary or past practice of artists,</p>	<p>A01, A02, A03</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities</p>	<p>A01,A02, A03</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p>	<p>A01,A02, A03</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding The investigation must be informed by an aspect of contemporary or past practice of artists, photographers,</p>		

	<p>photographers, designers or craftspeople.</p> <p>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p> <p>The written material must:</p> <p>be a coherent and logically structured extended response of</p>	<p>that demonstrate their understanding of different styles, genres and traditions.</p> <p>The written material must:</p> <p>be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.</p> <p>include specialist vocabulary appropriate to the subject matter</p> <p>include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit</p> <p>be legible with accurate use of spelling, punctuation and grammar so that meaning is clear.</p>	<p>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p>	<p>designers or craftspeople.</p> <p>Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p>		
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<p>Cross-curricular links:</p>	<p>*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)</p>	<p>*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, composition). English (Literacy). DT Realising Intentions</p>	<p>*These will be specific to Set Task/ Exam Questions issued.</p>	<p>*These will be specific to Set Task/ Exam Questions issued.</p>		

	.DT Realising Intentions					
Assessments:	Formative: Summative: Literacy:	Formative: Summative: Literacy:	Formative:? 	Formative:? 		
<i>Other academy intent priorities</i>						
Curriculum Careers -	Do now: Careers link	Do now: Careers link	Do now: Careers link (will be appropriate to selected exam questions) Mood board: Graphic Design, interior Design etc	Do now: Careers link (will be appropriate to selected exam questions)		
Culturally rich – broadening horizons	Do now: Created by students, culturally specific.	Do now: Created by students, culturally specific.	Do now: Culturally rich (will be appropriate to selected exam questions)	Do now: Culturally rich (will be appropriate to selected exam questions)		