

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	Visual Elements of	Visual Elements of		
	Line		Colour		Art: Line	Art: Tone	Art: Colour		
Unit length:		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.	range of hues.		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		Demonstrate an	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	Demonstrate an	To understand Art, Design		Art to Contemporary Art.	relevant to the visual	Contemporary Art.		
	chronology from	understanding of chronology	and Architectural history,		Contextual	elements studied.	Contextual		
	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.	elements studied.		to purpose and meaning.	understanding of	and meaning.		
		Contextual	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 experimentatio		
		purpose and meaning.	chronology from Ancient		experimentation with	Contextual	with technique and media in respon		
		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 be able to show	experimentation with	To discuss Art in context		element covered.	to purpose and meaning.	Evaluate work in progress to select
experimentation with	technique and media in	to purpose and meaning.		REFINE:	EXPERIMENT:	and apply a technique and process to
		EXPERIMENT:		Evaluate work in progress		
technique and media in						achieve your artistic intention.
response to the visual	element covered.	To be able to show		to select and apply a	experimentation with	COMMUNICATE:
element covered.		experimentation with			technique and media in	To be able to visually communicate
REFINE:	Evaluate work in progress to			achieve your artistic	response to the visual	your process and journey from
Evaluate work in	select and apply a technique			intention.	element covered.	stimulus to outcome'
progress to select and	and process to achieve your			COMMUNICATE:	REFINE:	(Artist research, mood board,
apply a technique and	artistic intention.	REFINE:		To be able to visually	Evaluate work in progress	
process to achieve your	COMMUNICATE:	Evaluate work in progress		communicate your	to select and apply a	To be able to label/ annotate your us
artistic intention.	To be able to visually	to select and apply a		process and journey from	technique and process to	of media and techniques to
COMMUNICATE:	communicate your process	technique and process to		stimulus to outcome'	achieve your artistic	communicate your process,
To be able to visually	and journey from stimulus	achieve your artistic		(Artist research, mood	intention.	development and outcomes.
communicate your	to outcome'	intention.		board, experiments,	COMMUNICATE:	RESEARCH
process and journey	(Artist research, mood	COMMUNICATE:		outcome/s).	To be able to visually	To be able to Research and source
from stimulus to	board, experiments,	To be able to visually	•	To be able to label/	communicate your	Artists to develop understanding
outcome'	outcome/s).	communicate your	i	annotate your use of	process and journey from	(Books, Internet, Galleries,
(Artist research, mood	To be able to label/	process and journey from		media and techniques to	stimulus to outcome'	Exhibitions, library, Magazines).
board, experiments,	annotate your use of media	stimulus to outcome'		communicate your	(Artist research, mood	ANALYSIS
outcome/s).	and techniques to	(Artist research, mood		process, development and	board, experiments,	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
annotate your use of	development and outcomes.	outcome/s).		RESEARCH	To be able to label/	correct context.
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
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		develop understanding	communicate your	and principles and its impact on the
and outcomes.		communicate your		(Books, Internet, Galleries,	process, development and	viewer
RESEARCH		, process, development and		Exhibitions, library,	outcomes.	To be able to formulate some opinio
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,		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,	
library, Magazines).	discussion, and use in the	(Books, Internet, Galleries,		correct context.	Exhibitions, library,	
ANALYSIS	correct context.	Exhibitions, library,		To be able to verbally	Magazines).	
To know and use key		Magazines).		analyse a work of art	ANALYSIS	
vocabulary in verbal	analyse a work of art	ANALYSIS		discussing the visual	To know and use key	
discussion, and use in		To know and use key			vocabulary in verbal	
the correct context.		vocabulary in verbal		and its impact on the	discussion, and use in the	
To be able to verbally		discussion, and use in the		viewer	correct context.	
analyse a work of art		correct context.		<u></u>		



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	discussing the visual	To be able to formulate	To be able to verbally	To be able to formulate	To be able to verbally	
			analyse a work of art		analyse a work of art	
	and its impact on the	art work	discussing the visual	art work	discussing the visual	
	viewer	<u>To be able to verbally</u>	elements and principles	<u>To be able to verbally</u>	elements and principles	
	To be able to formulate	discuss subject matter,	and its impact on the	discuss subject matter,	and its impact on the	
	some opinion on pieces	themes, issues, contexts and	viewer	themes, issues, contexts	viewer	
	<u>of art work</u>	ideas in work.	To be able to formulate	and ideas in work.	<u>To be able to formulate</u>	
	To be able to verbally		some opinion on pieces of		some opinion on pieces of	
	discuss subject matter,		art work		art work	
	themes, issues, contexts	2	To be able to verbally		To be able to verbally	
	and ideas in work.		discuss subject matter,		discuss subject matter,	
			themes, issues, contexts		themes, issues, contexts	
			and ideas in work.		and ideas in work.	
End points covered:	Fluency and	Fluency and confidence in	Fluency and confidence	Fluency and confidence	Fluency and confidence	Fluency and confidence in the use
	confidence in the use	the use of media	in the use of media	in the use of media	in the use of media	of media demonstrating a sound
	of media	demonstrating a sound	demonstrating a sound	demonstrating a sound	demonstrating a sound	understanding of the materials and
	demonstrating a	understanding of the	understanding of the	understanding of the	understanding of the	techniques they use (Practical
	sound understanding	materials and techniques	materials and	materials and	materials and	Skills)
	of the materials and	they use (Practical Skills) Understanding of Art	techniques they use	techniques they use	techniques they use	Understanding of Art History
	techniques they use	History including key art	(Practical Skills)	(Practical Skills)	(Practical Skills)	including key art movements,
	(Practical Skills)	movements, artists and	Understanding of Art	Understanding of Art	Understanding of Art	artists and the cultural, historical
	Understanding of Art	the cultural, historical and	History including key art			and social events that influenced
	History including key	social events that	movements, artists and	,	,	them
	art movements, artists	influenced them	the cultural, historical	the cultural, historical	the cultural, historical	(Art History).
	and the cultural,	(Art History).	and social events that		and social events that	Undertake personal investigations
	historical and social	Undertake neroonal	influenced them	influenced them		which demonstrate confidence in
	events that influenced	investigations which	(Art History).	(Art History).		developing, refining and
	them	demonstrate confidence in	Undertake personal	Undertake personal		communicating skills, media,
	(Art History).	developing, refining and	investigations which	investigations which		techniques, ideas and intentions
	Undertake personal	communicating skills,	demonstrate confidence			from varying starting points.
	investigations which	media, techniques, ideas	in developing, refining	1 0, 0	in developing, refining	(Process)
	demonstrate	and intentions from	and communicating			Confidently critique, analyse and
	confidence in	varying starting points.	skills, media,		,	discuss Art and Design in visual, written and oral forms
	developing, refining	(Process)	techniques, ideas and		coninques, ideas and	(Communicate)
	and communicating	Confidently critique,	intentions from varying	intentions from varying	intentions from varying	(Communicate)
	skills, media, techniques, ideas and	analyse and discuss Art	starting points. (Process)	starting points. (Process)	starting points. (Process)	
		and Design in visual,			· /	
	intentions from	written and oral forms	Confidently critique, analyse and discuss Art	Confidently critique, analyse and discuss Art	Confidently critique, analyse and discuss Art	
	varying starting points.	(Communicate)	and Design in visual,		and Design in visual,	
	(Process)		written and oral forms		written and oral forms	
	(FIUCESS)		(Communicate)	(Communicate)	(Communicate)	
			N/	(N	



Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)					
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	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	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.	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	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. 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. Develop a critical understanding of



urriculum Careers -	Product Design Do Now - Carrers Link	Graphic Design Do Now - Carrers Link	Architecture Interior Design Fashion Design	Product Design Do Now - Carrers Link	Graphic Design Do Now - Carrers Link	Architecture Interior Design Fashion Design	
	Other academy in						
Assessments:	Assessment opportunities: Formative/Summative - Mark Making Skills Visual Artist Analysis Literacy - Annotations	Assessment opportunities: Formative/Summative - Tone/Tints/Shades Experiments Observational Drawing Literacy - Annotations	Assessment opportunities: Formative/Summative - Colour Worksheet Material Experiments Visual Artist Analysis Literacy - Annotations	Assessment opportunities: Formative/Summative - Mark Making Skills Visual Artist Analysis Literacy - Annotations	Assessment opportunities Formative/Summative - Tone/Tints/Shades Experiments Observational Drawing Literacy - Annotations	Assessment opportunities: Formative/Summative - Colour Worksheet Material Experiments Visual Artist Analysis Literacy - Annotations	
ross-curricular infiKS:	Architecture – DT Ratios - Maths	Nauos – Matris	Architecture – DT Ratios – Maths Science – Colour Theory	Architecture – DT Ratios - Maths	natios – Matiis	Architecture – DT Ratios – Maths Science – Colour Theory	ommented [AB1]: Building schema helps pupil owledge to long term memory
Cross-curricular links:	their own work, and that of others, in order	e understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Ratios – Maths	of others, in order to strengthen the visual impact or applications of their work. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.	of others, in order to strengthen the visual impact or applications of their work. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.	of others, in order to strengthen the visual impact or applications of their work. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Ratios – Maths	Proportion – Math	mmonted [AP1]: Building schoose balas sus!
	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 estrengthen the visual impact or applications of their work Develop a critical	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 tdesign. To analyse and evaluate their own work, and that	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	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	expressing reasoned judgements that can inform their own work.	



			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	
-						