

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

<p><b>EXPERIMENT:</b> To be able to show experimentation with technique and media in response to the visual element covered.</p> <p><b>REFINE:</b> Evaluate work in progress to select and apply a technique and process to achieve your artistic intention.</p> <p><b>COMMUNICATE:</b> To be able to visually communicate your process and journey from stimulus to outcome’ (Artist research, mood board, experiments, outcome/s).</p> <p>To be able to label/ annotate your use of media and techniques to communicate your process, development and outcomes.</p> <p><b>RESEARCH</b> <u>To be able to Research and source Artists to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</u></p> <p><b>ANALYSIS</b> <u>To know and use key vocabulary in verbal discussion, and use in the correct context.</u></p> <p><u>To be able to verbally analyse a work of art</u></p>	<p>To be able to show experimentation with technique and media in response to the visual element covered.</p> 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<p><b>End points covered:</b></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>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History).</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>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</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>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History).</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>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</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>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History).</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>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</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>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History).</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>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</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>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History).</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>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</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>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History).</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>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</p>

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

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<b>Cross-curricular links:</b>	<p>Proportion – Math Architecture – DT Ratios - Maths</p>	<p>Ratios – Maths</p>	<p>Proportion – Math Architecture – DT Ratios – Maths Science – Colour Theory</p>		<p>Proportion – Math Architecture – DT Ratios - Maths</p>	<p>Ratios – Maths</p>	<p>Proportion – Math Architecture – DT Ratios – Maths Science – Colour Theory</p>
<b>Assessments:</b>	<p>Assessment opportunities: Formative/Summative - Mark Making Skills Visual Artist Analysis Literacy - Annotations</p>	<p>Assessment opportunities: Formative/Summative - Tone/Tints/Shades Experiments Observational Drawing Literacy - Annotations</p>	<p>Assessment opportunities: Formative/Summative - Colour Worksheet Material Experiments Visual Artist Analysis Literacy - Annotations</p>		<p>Assessment opportunities: Formative/Summative - Mark Making Skills Visual Artist Analysis Literacy - Annotations</p>	<p>Assessment opportunities: Formative/Summative - Tone/Tints/Shades Experiments Observational Drawing Literacy - Annotations</p>	<p>Assessment opportunities: Formative/Summative - Colour Worksheet Material Experiments Visual Artist Analysis Literacy - Annotations</p>
<i>Other academy intent priorities</i>							
<b>Curriculum Careers -</b>	<p>Product Design Do Now - Carrers Link</p>	<p>Graphic Design Do Now - Carrers Link</p>	<p>Architecture Interior Design Fashion Design</p>		<p>Product Design Do Now - Carrers Link</p>	<p>Graphic Design Do Now - Carrers Link</p>	<p>Architecture Interior Design Fashion Design</p>

**Commented [AB1]:** Building schema helps pupils commit knowledge to long term memory

GAT StaffWFA Long Term Plan

			Do Now - Carrers Link			Do Now - Carrers Link
<b>Culturally rich –</b> broadening horizons	Do Now – Cultural Discussion	Do Now – Cultural Discussion	Do Now – Cultural Discussion		Do Now – Cultural Discussion	Do Now – Cultural Discussion