

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 8 Art & Design (Art)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Generations: Teenage Fashion - Trainers	Generations: Teenage Fashion - Hoodies	Generations: Teenage Self Portrait/Personal Objects	Generations: Teenage Fashion - Trainers	Generations: Teenage Fashion - Hoodies	Generations: Teenage Self Portrait/Personal Objects
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	Students' progress their skill and knowledge of Mark Making, use of Line and Tone.	Students' progress their skill and knowledge and use of Colour Mixing.	Students' combine their knowledge to create a personal outcome.	Students' progress their skill and knowledge of Mark Making, use of Line and Tone.	Students' progress their skill and knowledge and use of Colour Mixing.	Students' combine their knowledge to create a personal outcome.
Knowledge/ Skills:	To use skills gained in the visual elements to further develop skills in observation. Mark Making:	Composition: Drawing: To be able to recognise and recreate effective use of composition.	Proportion: Drawing: To be able to create a realistic drawing from primary/ secondary observation using	To use skills gained in the visual elements to further develop skills in observation. Mark Making:	Composition: Drawing: To be able to recognise and recreate effective use of composition.	Proportion: Drawing: To be able to create a realistic drawing from primary/ secondary observation using



	<p>To be able to use line to create a range of tones.</p> <p>To be able to use Crosshatch and other techniques to create different tonal values.</p> <p>Shading & blending:</p> <p>To apply mark making techniques in biro to represent tonal qualities in observational drawing.</p> <p>EXPERIMENT:</p> <p>To be able to show experimentation with composition, media and techniques.</p> <p>REFINE:</p> <p>Evaluate work in progress to select and apply a technique and process to achieve your artistic intention</p> <p>To know and study Key artists and art works linked to Generations.</p> <p>To be able to confidently discuss a key artist with knowledge of context/ links to Generations.</p> <p>Demonstrate an understanding of chronology from Ancient Art to</p> <p>Proportion:</p> <p>Drawing:</p>	<p>To be able to use colour theory effectively to create shadows.</p> <p>EXPERIMENT:</p> <p>To be able to show experimentation with composition, media and techniques.</p> <p>REFINE:</p> <p>Evaluate work in progress to select and apply a technique and process to achieve your artistic intention</p> <p>To know and study Key artists and art works linked to Generations.</p> <p>To be able to confidently discuss a</p> <p>Demonstrate an understanding of chronology from Ancient Art to</p>	<p>proportion through sighting.</p> <p>To be able to enlarge and reduce an image from secondary observation.</p> <p>Composition:</p> <p>Drawing:</p> <p>To be able to recognise and recreate effective use of composition. To be able to use colour theory effectively to create shadows.</p> <p>To be able to use shading, tinting and shadows in chosen media to recreate objects/ photographs from observation.</p> <p>To know and study Key artists and art works linked to Generations.</p> <p>To be able to confidently discuss a, key artist with</p>	<p>To be able to use line to create a range of tones.</p> <p>To be able to use Crosshatch and other techniques to create different tonal values.</p> <p>Shading & blending:</p> <p>To apply mark making techniques in biro to represent tonal qualities in observational drawing.</p> <p>EXPERIMENT:</p> <p>To be able to show experimentation with composition, media and techniques.</p> <p>REFINE:</p> <p>Evaluate work in progress to select and apply a technique and process to achieve your artistic intention</p> <p>To know and study Key artists and art works linked to Generations.</p> <p><u>To be able to confidently discuss a key artist with knowledge of context/ links to Generations.</u></p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.</u></p> <p>Proportion:</p> <p>Drawing:</p> <p>To be able to create a realistic drawing from</p>	<p>To be able to use colour theory effectively to create shadows.</p> <p>EXPERIMENT:</p> <p>To be able to show experimentation with composition, media and techniques.</p> <p>REFINE:</p> <p>Evaluate work in progress to select and apply a technique and process to achieve your artistic intention</p> <p>To know and study Key artists and art works linked to Generations.</p> <p><u>To be able to confidently discuss a key artist with knowledge of context/ links to Generations.</u></p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.</u></p>	<p>proportion through sighting.</p> <p>To be able to enlarge and reduce an image from secondary observation.</p> <p>Composition:</p> <p>Drawing:</p> <p>To be able to recognise and recreate effective use of composition. To be able to use colour theory effectively to create shadows.</p> <p>To be able to use shading, tinting and shadows in chosen media to recreate objects/ photographs from observation.</p> <p>To know and study Key artists and art works linked to Generations.</p>
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	<p>To be able to create a realistic drawing from primary/ secondary observation using proportion through sighting.</p> <p>To be able to enlarge and reduce an image from secondary observation.</p> <p>To know and study Key artists and art works linked to Generations.</p> <p><u>To be able to confidently discuss a key artist with knowledge of context/ links to Generations.</u></p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.</u></p>	<p><u>Contemporary Art in the context of Generations.</u></p> <p>Contextual</p> <p><u>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</u></p> <p>THROUGH HOME LEARNING -</p> <p>Photography:</p> <p>To be able to create and apply a range of basic composition techniques through photography.</p>	<p><u>knowledge of context/ links to Generations.</u></p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.</u></p> <p>Contextual</p> <p><u>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</u></p> <p>COMMUNICATE:</p> <p>To be able to Communicate your process and journey from stimulus to outcome,</p> <p>(Artist & Contextual research, mood board, experiments,</p>	<p>primary/ secondary observation using proportion through sighting.</p> <p>To be able to enlarge and reduce an image from secondary observation.</p> <p>To know and study Key artists and art works linked to Generations.</p> <p><u>To be able to confidently discuss a key artist with knowledge of context/ links to Generations.</u></p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.</u></p> <p>THROUGH HOME LEARNING -</p> <p>Contextual</p>	<p>Contextual</p> <p><u>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</u></p> <p>THROUGH HOME LEARNING -</p> <p>Photography:</p> <p>To be able to create and apply a range of basic composition techniques through photography.</p> <p>Contextual</p> <p><u>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</u></p> <p>COMMUNICATE:</p> <p>To be able to Communicate your</p>	<p><u>To be able to confidently discuss a, key artist with knowledge of context/ links to Generations.</u></p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.</u></p> <p>Contextual</p> <p><u>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</u></p> <p>COMMUNICATE:</p> <p>To be able to Communicate your</p>
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	<p>THROUGH HOME LEARNING -</p> <p>Contextual</p> <p><u>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</u></p> <p>RESEARCH</p> <p><u>To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</u></p> <p>ANALYSIS</p> <p><u>To be able to discuss the artistic choices and their impact on the viewer using key vocabulary.</u></p> <p><u>To be able to discuss subject matter in the context of generations.</u></p>		<p>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><u>To be able to discuss subject matter in the context of generations.</u></p> <p><u>To be able to formulate an opinion on pieces of artwork.</u></p> <p><u>To be able to discuss subject matter, themes, issues, contexts and ideas in the context of generations.</u></p>	<p><u>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</u></p> <p>RESEARCH</p> <p><u>To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</u></p> <p>ANALYSIS</p> <p><u>To be able to discuss the artistic choices and their impact on the viewer using key vocabulary.</u></p> <p><u>To be able to discuss subject matter in the context of generations.</u></p> <p><u>To be able to formulate an opinion on pieces of artwork.</u></p> <p><u>To be able to discuss subject matter, themes,</u></p>		<p>process and journey from stimulus to outcome,</p> <p>(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><u>To be able to discuss subject matter in the context of generations.</u></p> <p><u>To be able to formulate an opinion on pieces of artwork.</u></p> <p><u>To be able to discuss subject</u></p>
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	<p><u>To be able to formulate an opinion on pieces of artwork.</u></p> <p><u>To be able to discuss subject matter, themes, issues, contexts and ideas in the context of generations.</u></p>			<p><u>issues, contexts and ideas in the context of generations.</u></p>		<p><u>matter, themes, issues, contexts and ideas in the context of generations.</u></p>
<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>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</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</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</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.</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.</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</p>

	<p>intentions from varying starting points.</p> <p>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</p>	<p>intentions from varying starting points.</p>	<p>intentions from varying starting points.</p> <p>(Process)</p> <p>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</p>	<p>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</p>		<p>demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points.</p> <p>(Process)</p> <p>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</p>
<p>NC/Spec coverage:</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</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>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>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>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>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>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>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, expressing reasoned</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 strengthen the visual impact or applications of their work.</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 strengthen the visual impact or applications of their work.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual</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>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, expressing reasoned judgements that can inform their own work</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>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 strengthen the visual impact or</p>
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	judgements that can inform their own work.		<p>impact or applications of their work.</p> <p>Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p>			<p>applications of their work.</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, expressing reasoned judgements that can inform their own work.</p>
Cross-curricular links:	<p>Teenage/Hobbies - MFL</p> <p>Proportion - Math</p>	<p>Teenage/Hobbies - MFL</p> <p>Proportion - Math</p>	<p>Teenage/Hobbies - MFL</p> <p>Proportion - Math</p>		<p>Teenage/Hobbies - MFL</p> <p>Proportion - Math</p>	<p>Teenage/Hobbies - MFL</p> <p>Proportion - Math</p>
Assessments:	<p>Assessment Opportunities:</p> <p>Formative/Summative -</p> <p>Research/Contextual Teenage Mind Map</p> <p>Material/Technique Experiments</p> <p>Observational Drawing</p>	<p>Assessment Opportunities:</p> <p>Formative/Summative -</p> <p>Material/Technique Experiments</p> <p>Photographic Observations</p> <p>Visual Artist Analysis</p> <p>Literacy - Annotations</p>	<p>Assessment Opportunities:</p> <p>Formative/Summative -</p> <p>Photographic Observations</p> <p>Drawn Observations</p> <p>Self Portrait Outcome</p> <p>Literacy - Annotations</p>		<p>Assessment Opportunities:</p> <p>Formative/Summative -</p> <p>Research/Contextual Teenage Mind Map</p> <p>Material/Technique Experiments</p> <p>Observational Drawing</p> <p>Literacy - Annotations</p>	<p>Assessment Opportunities:</p> <p>Formative/Summative -</p> <p>Material/Technique Experiments</p> <p>Photographic Observations</p> <p>Visual Artist Analysis</p> <p>Literacy -</p>

	Literacy - Annotations					Literacy - Annotations
<i>Other academy intent priorities</i>						
Curriculum Careers -	Art Historian Gallery Curator Do Now - Carrers Link	Fashion Design Graphic Design Do Now - Carrers Link	Fashion Design Graphic Design Do Now - Carrers Link		Art Historian Gallery Curator Do Now - Carrers Link	Fashion Design Graphic Design Do Now - Carrers Link Fashion Design Graphic Design Do Now - Carrers Link
Culturally rich – broadening horizons	Do Now – Cultural Discussion	Shoe Museum Visit – Northampton Do Now – Cultural Discussion	Do Now – Cultural Discussion		Do Now – Cultural Discussion	Do Now – Cultural Discussion