

<u>Long-term planning (LTPs)</u> - 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 & Desi	gn (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



To be able to use line to	To be able to use colour	proportion through	To be able to use line to	To be able to use colour	proportion through
create a range of tones.	theory effectively to	sighting.	create a range of tones.	theory effectively to create	sighting.
To be able to use	create shadows.	To be able to enlarge	To be able to use	shadows.	To be able to
Crosshatch and other		and reduce an image	Crosshatch and other		enlarge and reduce
techniques to create		from secondary	techniques to create		an image from
different tonal values.	EXPERIMENT:	observation.	different tonal values.	EXPERIMENT:	secondary
	To be able to show			To be able to show	observation.
	experimentation with			experimentation with	
Shading & blending:	composition, media and	Composition:	Shading & blending:	composition, media and	
Shauling & Dienumg.	techniques.	Composition.	Shauling & Diending.	techniques.	Composition:
To apply mark making	techniques.	Drawing:	To apply mark making	teemiques.	composition.
techniques in biro to	REFINE:	- 1 11 · ·	techniques in biro to	REFINE:	Drawing:
represent tonal	Freeling Assessment to	To be able to recognise	represent tonal qualities	Fortunda condition on a superior	To be obless
qualities in	Evaluate work in	and recreate effective	in observational drawing.	Evaluate work in progress to	To be able to
observational drawing.	progress to select and	use of composition. To		select and apply a technique	recognise and
	apply a technique and	be able to use colour		and process to achieve your	recreate effective use of
	process to achieve your	theory effectively to	EXPERIMENT:	artistic intention	
EXPERIMENT:	artistic intention	create shadows.			composition. To be able to use colour
		To be able to use	To be able to show		
To be able to show		shading, tinting and	experimentation with	To know and study Key	theory effectively
experimentation with	To know and study Key	shadows in chosen	composition, media and	artists and art works linked	to create shadows.
composition, media and	artists and art works	media to recreate	techniques.	to Generations.	To be able to use
techniques.	linked to Generations.	objects/ photographs	REFINE:		shading, tinting
REFINE:		from observation.	KET IIVE.		and shadows in
KEI IIVE.			Evaluate work in progress	To be able to confidently	chosen media to
Evaluate work in	To be able to		to select and apply a	discuss a key artist with	recreate objects/
progress to select and	confidently discuss a	To know and study Key	technique and process to	knowledge of context/links	photographs from
apply a technique and	key artist with	artists and art works	achieve your artistic	to Generations.	observation.
process to achieve your	knowledge of context/	linked to Generations.	intention		
artistic intention	links to Generations.				
				Demonstrate an	To know and study
		To be able to	Proportion:	understanding of	Key artists and art
Proportion:	Demonstrate an	confidently discuss a,		chronology from Ancient	works linked to
	understanding of	key artist with	Drawing:	Art to Contemporary Art in	Generations.
Drawing:	chronology from	KEY GILISL WILLI	To be able to create a	the context of Generations.	
	Ancient Art to		realistic drawing from		



To be able to create a realistic drawing from primary/ secondary observation using proportion through sighting. To be able to enlarge and reduce an image from secondary observation. To know and study Key artists and art works linked to Generations. To be able to confidently discuss a key artist with knowledge of context/links to Generations. Demonstrate an understanding of	Contemporary Art in the context of Generations. Contextual To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations. THROUGH HOME LEARNING - Photography: To be able to create and apply a range of basic composition techniques through photography.	Enowledge of context/ links to Generations. Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations. Contextual To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations. COMMUNICATE: To be able to	primary/ secondary observation using proportion through sighting. To be able to enlarge and reduce an image from secondary observation. To know and study Key artists and art works linked to Generations. To be able to confidently discuss a key artist with knowledge of context/ links to Generations. Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.	Contextual To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations. THROUGH HOME LEARNING - Photography: To be able to create and apply a range of basic composition techniques through photography.	To be able to confidently discuss a, key artist with knowledge of context/ links to Generations. Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations. Contextual To know how social, moral, spiritual, cultural historical contexts impacted on the
understanding of chronology from Ancient Art to	through photography.	To be able to Communicate your process and journey	Art to Contemporary Art in the context of Generations.		spiritual, cultural historical contexts impacted on the development of Art in relation to
Contemporary Art in the context of Generations.		from stimulus to outcome, (Artist & Contextual research, mood board, experiments,	THROUGH HOME LEARNING - Contextual		COMMUNICATE: To be able to Communicate your



THROUGH HOME	improvements,	To know how social,	process and
LEARNING -	outcome/s).	moral, spiritual, cultural	journey from
		historical contexts	stimulus to
	To be able to annotate	impacted on the	outcome,
Contextual	your use of composition,	development of Art in	
Somerada	media and techniques to	relation to Generations.	(Artist & Contextual
To know how social,	communicate your		research, mood
moral, spiritual, cultural	process, development		board,
<u>historical contexts</u>	and outcomes.	RESEARCH	experiments,
impacted on the		RESEARCH	improvements,
development of Art in		To be able to Research	outcome/s).
<u>relation to Generations.</u>	To be able to discuss	and source Artists and	To be able to
	subject matter in the	relevant contextual links	annotate your use
	context of generations.	to develop understanding	of composition,
RESEARCH		(Books, Internet, Galleries,	media and
	To be able to formulate	Exhibitions, library,	techniques to
<u>To be able to Research</u>	an opinion on pieces of	Magazines).	communicate your
and source Artists and	artwork.		process,
<u>relevant contextual links</u>			development and
<u>to develop</u>		ANALYSIS	outcomes.
understanding (Books,	To be able to discuss		outsomes.
<u>Internet, Galleries,</u>	subject matter, themes,	To be able to discuss the	
<u>Exhibitions, library,</u>	issues, contexts and	artistic choices and their	
Magazines).	ideas in the context of	impact on the viewer	To be able to
	generations.	using key vocabulary.	<u>discuss subject</u>
		To be able to discuss	matter in the
ANALYSIS		subject matter in the	context of
To be able to discuss		context of generations.	generations.
To be able to discuss		context of generations.	To be able to
the artistic choices and		To be able to formulate	formulate an
their impact on the		an opinion on pieces of	opinion on pieces
viewer using key		artwork.	of artwork.
vocabulary.			<u> </u>
To be able to discuss			
subject matter in the		To be able to discuss	To be able to
context of generations.		subject matter, themes,	discuss subject
			uiscuss subject



	To be able to formulate			issues, contexts and ideas		matter, themes,
	an opinion on pieces of			in the context of		issues, contexts
	artwork.			generations.		and ideas in the
				<u></u>		context of
						generations.
						generations.
	To be able to discuss					
	subject matter, themes,					
	issues, contexts and					
	ideas in the context of					
	generations.					
End points	Fluency and	Fluency and	Fluency and	Fluency and confidence	Fluency and confidence in	Fluency and
-	confidence in the use	confidence in the use	confidence in the use	in the use of media	the use of media	confidence in the
covered:	of media	of media	of media	demonstrating a sound	demonstrating a sound	use of media
	demonstrating a	demonstrating a	demonstrating a	understanding of the	understanding of the	demonstrating a
	sound understanding	sound understanding	sound understanding	materials and	materials and techniques	sound
	of the materials and	of the materials and	of the materials and	techniques they use	they use (Practical Skills)	understanding of
	techniques they use	techniques they use	techniques they use	(Practical Skills)	they use (Fractical Skills)	the materials and
	(Practical Skills)	(Practical Skills)	(Practical Skills)	(Fractical Skiiis)	Understanding of Art	techniques they
	(i ractical Okins)	(i ractical Okilis)	(i ractical Okins)	Understanding of Art	History including key art	use (Practical
	Understanding of Art	Understanding of Art	Understanding of Art	History including key art	movements, artists and	Skills)
	History including key	History including key	History including key	movements, artists and	the cultural, historical and	Okiii3)
	art movements, artists	art movements, artists	art movements, artists	the cultural, historical	social events that	Understanding of
	and the cultural,	and the cultural,	and the cultural,	and social events that	influenced them	Art History
	historical and social	historical and social	historical and social	influenced them	(4 (11) ()	including key art
	events that influenced	events that influenced	events that influenced	(8 (11) ()	(Art History).	movements,
	them	them	them	(Art History).	Undertake personal	artists and the
	(A at 1 Pa (a a)	(A at 1 Pater)	(0.41112422)	Undertake personal	investigations which	cultural, historical
	(Art History).	(Art History).	(Art History).	investigations which	demonstrate confidence	and social events
	Undertake personal	Undertake personal	Undertake personal	demonstrate confidence	in developing, refining	that influenced
	investigations which	investigations which	investigations which	in developing, refining	and communicating skills,	them
	demonstrate	demonstrate	demonstrate	and communicating	media, techniques, ideas	(A = 1
	confidence in	confidence in	confidence in	skills, media,	and intentions from	(Art History).
	developing, refining	developing, refining	developing, refining	techniques, ideas and	varying starting points.	Undertake
	and communicating	and communicating	and communicating	intentions from varying	, , , , , , , , , , , , , , , , , , , ,	personal
	skills, media,	skills, media,	skills, media,	starting points.		investigations
	techniques, ideas and	techniques, ideas and	techniques, ideas and	- 109 - 1		which
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	intentions from varying starting points. Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	intentions from varying starting points.	intentions from varying starting points. (Process) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)		demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from varying starting points. (Process) Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)
NC/Spec coverage:	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	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. Know about great artists, craft makers and designers, and understand the historical and cultural	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 to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	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.	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.



iffWFA Lo	ong Term Plan				WES	ION FAVELL ACADEM
	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. 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.	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.	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.	The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 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	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	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.
	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 artists,	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.	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. To analyse and evaluate their own work, and that 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 artists, architects and designers, expressing reasoned judgements that can inform their own work	Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	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
	architects and designers, expressing reasoned		others, in order to strengthen the visual			the visual impact or



	judgements that can inform their own work.		impact or applications of their work. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.			applications of their work. 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 artists, architects and designers, expressing reasoned judgements that can inform their own work.
Cross-curricular	Teenage/Hobbies -	Teenage/Hobbies -	Teenage/Hobbies -	Teenage/Hobbies - MFL	Teenage/Hobbies - MFL	Teenage/Hobbies
links:	MFL	MFL	MFL	Proportion - Math	Proportion - Math	- MFL
	Proportion - Math	Proportion - Math	Proportion - Math			Proportion - Math
Assessments:	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
	Opportunities:	Opportunities:	Opportunities:	Opportunities:	Opportunities:	Opportunities:
	Formative/Summative	Formative/Summative	Formative/Summative	Formative/Summative-	Formative/Summative -	Formative/Summ
	-	-	-	Research/Contextual	Material/Technique	ative -
	Research/Contextual	Material/Technique	Photographic	Teenage Mind Map	Experiments	Photographic
	Teenage Mind Map	Experiments	Observations	Material/Technique	Photographic	Observations
	Material/Technique	Photographic	Drawn Observations	Experiments	Observations	Drawn
	Experiments	Observations	Self Portrait Outcome	Observational Drawing	Visual Artist Analysis	Observations
	Observational	Visual Artist Analysis			·	Self Portrait
	Drawing	Literacy - Annotations	Literacy - Annotations	Literacy - Annotations	Literacy -	Outcome
		,				



	Litera	acy - Annotations					Literacy - Annotations
		Other academy in	ntent priorities				
Curriculum Careers -	Galle	ry Curator ow - 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		ow – Cultural ussion	Shoe Museum Visit – Northampton Do Now – Cultural Discussion	Do Now – Cultural Discussion	Do Now – Cultural Discussion	Do Now – Cultural Discussion	Do Now – Cultural Discussion