

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 12 Art & Design (Art & Photography)						
	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
Unit title:	Personal Investigation Mind Map & Introductory research	Personal Investigation Reductive drawing	Personal Investigation Reductive drawing outcome	Personal Investigation Destroy: Chosen Technique	Personal Investigation Chosen technique/s (Choose Art/ Photography)	Personal Investigation Investigating final direction
Unit length:	7 weeks	7 Weeks	6 Weeks	7 weeks	5 Weeks	7 weeks
Key Concepts	Mind Map Introduction to theme Mood board Photoshoot Reductive Drawing	Reductive drawing; Experimenting/ applying (Sketch sheet)	Reductive drawing; Refining (Sketch sheet) Recording (Outcome)	Destroy	Personally chosen technique	Virtual/ Gallery tour Installation Art
Knowledge/ Skills:	Research Communication Idea Development Written Analysis Visual Analysis Photoshoot	Visual Analysis Experiment/ Refine Record	Experiment/ Refine Communication Evaluation Record	Research Communication Experiment/refine Idea development Written analysis Visual analysis Record	Research Communication Experiment/refine Idea development Written analysis Visual analysis Record	Research Communication Experiment/refine Idea development Written analysis Visual analysis
End points covered:	Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History) Confidently critique, analyse and discuss Art and Design in visual, written	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). Undertake personal investigations which demonstrate confidence in	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). Undertake personal investigations which demonstrate confidence in	Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History) Confidently critique, analyse and discuss Art and Design in visual, written	Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History) Confidently critique, analyse and discuss Art and Design in visual, written	Understanding of western Art History, key art movements, artists and the cultural, historical and social events that influenced them (Art History) Confidently critique, analyse and discuss Art and Design in visual, written

	and oral forms (Communicate)	experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).	experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).	and oral forms (Communicate) 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). Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).	and oral forms (Communicate) 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). Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).	and oral forms (Communicate) 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). Undertake personal investigations which demonstrate confidence in experimenting with and developing, refining and communicating ideas and intentions from varying starting points (Process).
NC/Spec coverage:	<p>A01: The investigation must be informed by an aspect of contemporary or past practice of artists, 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</p>	<p>A02 & A03: Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</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</p>	<p>A02 & A03: Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</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</p>	<p>A01, A02, A03 The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. 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</p>	<p>A01: The investigation must be informed by an aspect of contemporary or past practice of artists, 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</p>	<p>A01: The investigation must be informed by an aspect of contemporary or past practice of artists, 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</p>

	<p>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>critically on work and progress.</p>	<p>critically on work and progress.</p>	<p>these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p> <p>Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</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>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>Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</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>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>Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen areas of study.</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>
<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, composition). English (Literacy).</p>	<p>*These will be specific to individual personal investigations but are likely to include; Maths (Visual.. balance, composition, proportion). English (Literacy).</p>	<p>These will be specific to individual personal investigations but are likely to include; Maths (Visual.. balance, composition, proportion). 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).</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).</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).</p>

	<p>Sophie: Society and social class</p> <ul style="list-style-type: none"> English Literature Psychology 	<p>Sophie: Society and social class</p> <ul style="list-style-type: none"> English Literature Psychology 	<p>Sophie: Society and social class</p> <ul style="list-style-type: none"> English Literature Psychology 	<p>Sophie: Society and social class</p> <ul style="list-style-type: none"> English Literature Psychology 	<p>Science (Chemicals)</p> <p>Sophie: Society and social class</p> <ul style="list-style-type: none"> English Literature Psychology 	
Assessments:	<p>Formative: Mind map Summative: Mind map Literacy: Artist analysis</p>	<p>Formative: Reductive drawing: experiment/ refine Summative: Portfolio review Literacy: Artist analysis</p>	<p>Formative: Reductive drawing: Record Summative: Reductive Drawing Literacy: Artist analysis</p>	<p>Formative: Destroy: Artist research experiment/ refine Summative: Destroy project Literacy: Artist analysis</p>	<p>Formative: Personal technique: Artist research experiment/ refine Summative: Portfolio review Literacy: Artist analysis</p>	<p>Formative: A01, A02, review Summative: Portfolio review Literacy: Artist analysis</p>
<i>Other academy intent priorities</i>						
Curriculum Careers -	<p>Do now: Careers link Mood board: Graphic Design, interior Design etc</p>	<p>Do now: Careers link</p>	<p>Do now: Careers link</p>	<p>Do now: Careers link</p>	<p>Do now: Careers link</p>	<p>Do now: Careers link</p>
Culturally rich – broadening horizons	<p>*These will be specific to individual personal investigations but will include; Contextual Links: Cultural Do Now: Cultural discussion</p>	<p>*These will be specific to individual personal investigations but will include; Do Now: Cultural discussion</p>	<p>*These will be specific to individual personal investigations but will include; Do Now: Cultural discussion</p>	<p>*These will be specific to individual personal investigations but will include; Contextual Links: Cultural Do Now: Cultural discussion</p>	<p>*These will be specific to individual personal investigations but will include; Contextual Links: Cultural Do Now: Cultural discussion</p>	<p>*These will be specific to individual personal investigations but will include; Contextual Links: Cultural Do Now: Cultural discussion</p>