

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 9 Art & Design (Art)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Generating ideas. Introduction to time	Generation of ideas (photo) Develop practical: pencil techniques.	Generation of ideas. Investigation of artists.	Develop practical skills. Experiment and review of new materials.	Generation of ideas. Introduction to contextual.	Develop practical skills. Application and response of techniques.
Unit length:	7 weeks	7 weeks	6 weeks	7 weeks	5 weeks	7 weeks.
Key concepts:	Time mood board. Artist research (artist recreation) Observational drawing linked to reseach	Photo shoot Experimental drawing techniques. Pencil/colour pencil Oil pastel T2	Artist analysis Review and experiment with response (Water colour/ oil pastel)	Experimentation with drawing techniques. Mixed media	Contextual links research. Review and refine photoshoots with planning and editing evidence.	Outcomes. Responding using skills and process covered.
Knowledge/ Skills:	MARK MAKING.	Shading & blending: To be able to further develop application of	ANALYSIS To be able to discuss the artistic choices and their impact on the	Shading & blending: To be able to further develop application of	RESEARCH To be able to Research and source Artists and relevant contextual links	Shading & blending: To be able to further develop application of

	<p>To be able to use line to explore a tonal range in a range of materials.</p> <p>To understand and apply a range of cross hatching techniques in a variety of materials.</p> <p>To be able to review and refine process to adapt and improve outcome.</p> <p>Proportion.</p> <p>Drawing:</p> <p>To be able to use a variety of materials to create realistic drawings from primary/ secondary observations using proportion through sighting in relation to unit of time.</p> <p>To be able to accurately enlarge and reduce an observation from secondary observation and be aware of a range</p>	<p>tonal values using a range of material.</p> <p>To be able to effectively identify and apply lighting within artwork.</p> <p>To be able to use colour theory to expand and experiment with a more in-depth colour palette.</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>Proportion.</p> <p>Drawing:</p>	<p>viewer using key vocabulary.</p> <p>To be able to discuss subject matter in the context of Time</p> <p>To be able to formulate an opinion on pieces of art-work.</p> <p>To be able to use the knowledge gained to make connections within own personal direction.</p> <p>To be able to discuss subject matter, themes, issues, contexts, and ideas in the context of time.</p> <p>Proportion.</p> <p>Drawing:</p> <p>To be able to use a variety of materials to create realistic drawings from primary/</p>	<p>tonal values using a range of material.</p> <p>To be able to effectively identify and apply lighting within artwork.</p> <p>To be able to use colour theory to expand and experiment with a more in-depth colour palette.</p> <p>MARK MAKING.</p> <p>To be able to use line to explore a tonal range in a range of materials.</p> <p>To understand and apply a range of cross hatching techniques in a variety of materials.</p> <p>To be able to review and refine process to adapt and improve outcome.</p> <p>Proportion.</p>	<p>to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</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>Photography:</p> <p>To be demonstrate and plan for effective use compositional techniques within photoshoots linked to time.</p> <p>COMMUNICATE:</p> <p>To be able to Communicate your process and journey</p>	<p>tonal values using a range of material.</p> <p>To be able to effectively identify and apply lighting within artwork.</p> <p>To be able to use colour theory to expand and experiment with a more in-depth colour palette.</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>MARK MAKING.</p>
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<p>of technique to support this.</p> <p>Composition:</p> <p>Drawing:</p> <p>To be able to use specialist language to identify compositional points.</p> <p>To be able to apply aspects of specialist composition to work.</p> <p>RESEARCH</p> <p>To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</p> <p>Shading & blending:</p>	<p>To be able to use a variety of materials to create realistic drawings from primary/ secondary observations using proportion through sighting in relation to unit of time.</p> <p>To be able to accurately enlarge and reduce an observation from secondary observation and be aware of a range of technique to support this.</p> <p>Composition:</p> <p>Drawing:</p> <p>To be able to use specialist language to identify compositional points.</p> <p>To be able to apply aspects of specialist composition to work.</p>	<p>secondary observations using proportion through sighting in relation to unit of time.</p> <p>To be able to accurately enlarge and reduce an observation from secondary observation and be aware of a range of technique to support this.</p> <p>Composition:</p> <p>Drawing:</p> <p>To be able to use specialist language to identify compositional points.</p> <p>To be able to apply aspects of specialist composition to work.</p>	<p>Drawing:</p> <p>To be able to use a variety of materials to create realistic drawings from primary/ secondary observations using proportion through sighting in relation to unit of time.</p> <p>To be able to accurately enlarge and reduce an observation from secondary observation and be aware of a range of technique to support this</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>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>To be able to use line to explore a tonal range in a range of materials.</p> <p>To understand and apply a range of cross hatching techniques in a variety of materials.</p> <p>To be able to review and refine process to adapt and improve outcome.</p> <p>Proportion.</p> <p>Drawing:</p> <p>To be able to use a variety of materials to create realistic drawings from primary/ secondary observations using proportion through sighting in relation to unit of time.</p> <p>To be able to accurately enlarge and reduce an observation from secondary observation and be aware of a range</p>
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	<p>To be able to further develop application of tonal values using a range of material.</p> <p>To be able to effectively identify and apply lighting within artwork.</p> <p>To be able to use colour theory to expand and experiment with a more in-depth colour palette.</p>					<p>of technique to support this</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 intentions from varying starting points.</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>(Process)</p> <p>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</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>Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)</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>(Process)</p>	

		(Process)				
NC/Spec coverage:	<p>Exploration of art and design informed by the research of the art and design practice.</p> <p>Application of specialist skills with reasoned review and consistent improvement.</p>	<p>Application of specialist skills with reasoned review and consistent improvement</p> <p>Ideas generation and techniques and ability to visually communicate ideas informed by investigation.</p>	<p>Application of specialist skills with reasoned review and consistent improvement</p> <p>Exploration of art and design informed by the research of the art and design practice.</p> <p>deas generation and techniques and ability to visually communicate ideas informed by investigation.</p>	<p>Application of specialist skills with reasoned review and consistent improvement</p> <p>deas generation and techniques and ability to visually communicate ideas informed by investigation.</p>	<p>Application of specialist skills with reasoned review and consistent improvement</p> <p>Exploration of art and design informed by the research of the art and design practice.</p>	<p>Application of specialist skills with reasoned review and consistent improvement</p>
Cross-curricular links:	<p>May include as a result of class discussion ;</p> <p>Social Science (social, moral context).</p> <p>History (Events impacting Art).</p> <p>Maths (Visual.. balance, proportion, composition).</p> <p>English (Literacy)</p> <p>.DT Realising Intentions</p>	<p>May include as a result of class discussion and DO NOW;</p> <p>Social Science (social, moral context).</p> <p>History (Events impacting Art).</p> <p>Maths (Visual.. balance, proportion, composition).</p> <p>English (Literacy)</p>	<p>May include as a result of class discussion ;</p> <p>Social Science (social, moral context).</p> <p>History (Events impacting Art).</p> <p>Maths (Visual.. balance, proportion, composition).</p> <p>English (Literacy)</p> <p>.DT Realising Intentions</p>	<p>May include as a result of class discussion ;</p> <p>Social Science (social, moral context).</p> <p>History (Events impacting Art).</p> <p>Maths (Visual.. balance, proportion, composition).</p> <p>English (Literacy)</p> <p>.DT Realising Intentions</p>	<p>May include as a result of class discussion ;</p> <p>Social Science (social, moral context).</p> <p>History (Events impacting Art).</p> <p>Maths (Visual.. balance, proportion, composition).</p> <p>English (Literacy)</p> <p>.DT Realising Intentions</p>	<p>May include as a result of class discussion ;</p> <p>Social Science (social, moral context).</p> <p>History (Events impacting Art).</p> <p>Maths (Visual.. balance, proportion, composition).</p> <p>English (Literacy)</p> <p>.DT Realising Intentions</p>

		.DT Realising Intentions				
Assessments:	Summative/ formative And SPAG where relevant.	Summative/ formative And SPAG where relevant.	Summative/ formative Literacy.	Summative/ formative And SPAG where relevant.	Summative/ formative And SPAG where relevant.	Summative/ formative And SPAG where relevant.
<i>Other academy intent priorities</i>						
Curriculum Careers -	Architecture Product design Graphic design Photography Links to further education and course available with an art and design basis					
Culturally rich – broadening horizons	Discussions around the cultral diversity of art Opportunities to visit galleries Gust speakers and artists Careers fair – art careers					