

Long Term Plan Yr II Art

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic) Add link to AO breakdown	Link to subject ethos and driver Be curious Be creative Be reflective Be yourself	Anticipated misconceptions	Links to previous KS KS3 National Curriculum	Links to future KS KS5 National Curriculum	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Revisit & Refine: Still Life	Build up on previous ideas and refine application of materials, techniques and technologies.	Focus on refining strengths and the building of a personal portfolio of work.	<p>Be curious Explore multiple compositions and challenge how we see objects.</p> <p>Be creative Manipulate settings, edit in Photoshop.</p> <p>Be reflective Review and refine at every stage of the project. Reshoot to improve outcomes.</p>	Standards of Photography need to match the standards expected on the GCSE Photography course. Application of camera settings, lighting.	How to construct a drawing. How to use a range of drawing media. How to compose a drawing. How to effectively utilise and recognise the Formal Elements of Art.	Secure knowledge of the Formal Elements & Visual Principles of photography. Key skills relating to still life and studio photography How to effectively set up a successful composition to incorporate different formal elements	Encourage pupils to take photographs and find primary source material away from the academy and lesson time	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their</p>	Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to	Art historian Museum curator

				<p>Be yourself Interpret links in a personal manner. Explore compositions that play to personal taste.</p>					<p>interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>the visual stimuli that surrounds them on a daily basis.</p>	
2	<p>Revisit & Refine: Abstract Architecture</p> <p>Realise intentions</p>	<p>Build up on previous ideas and refine application of materials, techniques and technologies.</p>	<p>Focus on refining strengths and the building of a personal portfolio of work.</p> <p>5 hour PPE time to realise intentions</p>	<p>Be curious Analyse images to uncover how they work.</p> <p>Explore the school environment</p> <p>Be creative Interpret your surroundings in a creative manner, giving a fresh perspective to a familiar environment</p> <p>Use Photoshop to enhance the images</p> <p>Be reflective Select the best images from a</p>	<p>Failing to build upon previous SKU. Spaced retrieval exercises used as refreshers.</p>	<p>How to effectively recognise and utilise the Formal Elements of Art.</p> <p>How to effectively record in order to maximise attainment.</p> <p>Worksheets, not sketchbooks.</p> <p>Present a selection of the best work and not everything. Consistency is crucial.</p>	<p>Secure knowledge of the Formal Elements & Visual Principles of photography.</p> <p>Key skills relating to still life and studio photography</p>	<p>An encouragement for independent research and idea development based on the subject of architecture</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural:</p>	<p>Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis.</p>	<p>High level analysis/language skills leading to English related fields.</p>

				<p>series of shoots.</p> <p>Edit and refine work.</p> <p>Be yourself Develop a personal response by manipulating sources.</p> <p>Use SKU to develop a personal response.</p>					Explore different ways of working			
3	Externally Set Assignment	Select an appropriate starting point based on the selection provided by AQA.	Utilise prior skills, knowledge and understanding to successfully resolve a brief that is set by AQA.	<p>Be curious Analyse images to uncover how they work.</p> <p>Explore the chosen topic in more detail</p> <p>Be creative Interpret your research and discover in different ways, using different media, material and technique</p> <p>Use Photoshop to enhance the images</p> <p>Be</p>	The ESA requires a significant amount of development work and students should not rely upon the 10 hours at the end to fulfil the brief.	Apply all previously taught SKU from all key stages and analyse imagery that will later encourage the development of ideas	Teaches how to work to strict deadlines and pacing throughout the project	KS5 sustained investigation project needs the willingness to discover personalised interests that is taught here	Individualise d and independent research tasks to research around the chosen topic	<p>Social: An awareness of others in the room and their ways of working</p> <p>Research and development of chosen topic and exploring different people's techniques and processes</p> <p>Moral: Be respectful of each other's work and the</p>	<p>Exploring the possibilities of Photography and experiencing awe and wonder.</p> <p>Research around chosen topic</p> <p>Wide ranging research and possibilities.</p> <p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they</p>	<p>Research</p> <p>Working independently and under own initiative</p> <p>Discussions of chosen topics and open dialogue of related career paths</p> <p>Independent time management skills</p>

				<p>reflective Select the best images from a series of experiments .</p> <p>Edit and refine work.</p> <p>Be yourself Develop a personal response by manipulating sources.</p> <p>Use SKU to develop a personal response.</p>					<p>working environment</p> <p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	were made	
4	Externally Set Assignment	<p>Create multiple test pieces based on the selected theme.</p> <p>Analyse sources.</p> <p>Annotate and evaluate as work progresses.</p>	<p>Utilise prior skills, knowledge and understanding to successfully resolve a brief that is set by AQA.</p>	<p>Be curious - Critical and contextual studies</p> <p>Be creative - Experiment, develop, resilience</p> <p>Be reflective - Annotate and record</p> <p>Be proud - Relate and innovate by creating ideas linked to research and test pieces.</p> <p>Be yourself -</p>	<p>The ESA requires a significant amount of development work and students should not rely upon the 10 hours at the end to fulfil the brief.</p>	<p>Develop a personal response to a set starting point.</p> <p>Develop a range of visual language skills.</p>	<p>How to independently create links in order to inspire later idea development</p>	<p>Individualised and independent research tasks to research around the chosen topic</p>	<p>Social: An awareness of others in the room and their ways of working</p> <p>Research and development of chosen topic and exploring different people's techniques and processes</p> <p>Moral:</p>	<p>Exploring the possibilities of Photography and experiencing awe and wonder.</p>	<p>Research</p> <p>Working independently and under own initiative</p> <p>Discussions of chosen topics and open dialogue of related career paths</p> <p>Independent time management skills</p>

				Express one's individual personality through experimentation and exploration					Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural: Explore different ways of working		
5	Externally Set Assignment	Effectively realise intentions.	Utilise prior skills, knowledge and understanding to successfully resolve a brief that is set by AQA.	Be curious - Critical and contextual studies Be creative - Experiment, develop, resilience Be reflective - Annotate and record Be proud - Relate and innovate by creating ideas linked to research	The ESA requires a significant amount of development work and students should not rely upon the 10 hours at the end to fulfil the brief.	Develop a personal response to a set starting point. Develop a range of visual language skills.	How to independently create links in order to inspire later idea development How to effectively and appropriately realise intentions when considering all previously taught and experimented SKU	Individualised and independent research tasks to research around the chosen topic	Social: An awareness of others in the room and their ways of working Research and development of chosen topic and exploring different people's techniques	Exploring the possibilities of Photography and experiencing awe and wonder.	Research Working independently and under own initiative Discussions of chosen topics and open dialogue of related career paths Independent time management skills

