

Yr7 Long Term Plan Art

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Bugs	A range of observational drawing tasks designed to build confidence and introduce students to the basic building blocks of Art. Recording work	Secure knowledge of subject specific keywords including the Formal Elements of Art. Key skills: How to create an accurate outline drawing, mirrored drawing, gridding, tracing, tonal scales and applying tone Using line to create a range of	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies	'Art is just pretty pictures' https://www.youtube.com/watch?v=vKjlx6PzajE Types of drawing (accuracy) Comprehension of key words - <i>Formal Elements & Visual Principles.</i>	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists/architects/designers KS2 Improve mastery of art and design	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Using a sketchbook to record	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: 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	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers. Broad spectrum covered at the teachers discretion. The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art &	Creative mindset - transferable skills.

			different marks			techniques			Cultural: Explore different ways of working	Design. Analysis, understanding composition and creating links are key components of the courses.	
2	Bugs	Colour theory including primary and secondary colours, colour mixing and mark making. Analyse Damien Hirst Butterfly images	Secure knowledge of subject specific keywords including the Formal Elements of Art. How to analyse an image using appropriate key terms. Create links Develop ideas based on a set brief	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Comprehension of key words - <i>Formal Elements & Visual Principles</i> Complementary vs Harmonising colour pairs.	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists/architects/designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: 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	Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Glass art
3	Gaudi Mosaics	Look at the visual style of Art Nouveau and Antoni Gaudi.	How to create an effective mosaic design.	Be creative - Experiment, develop, resilience Be curious -	What is the point in idea generation if I just like the first drawing that I did?			Joe Tilson inspired designs: Animals in Art Secondary	Social: Encourage lessons to allow for open conversations	Literacy starters - H/W tasks designed to promote discussions	Creative mindset - transferable skills. Architecture

			<p>Developing ideas before moving onto a final piece</p>	<p>Critical and contextual studies</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate</p>				<p>source drawings Patterned border design.</p>	<p>about artwork and the work of classmates</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: Explore different ways of working</p>	<p>about artists/architects/designers . Broad spectrum covered at the teachers discretion.</p> <p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.</p> <p>Analysis, understanding composition and creating links are key components of the courses.</p> <p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Mosaic wall and floor tile design</p>
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4	Day of the Dead	Look at the Day of the Dead festival and produce Art work in response to its visual style.	How to create a collograph print.	<p>Be creative - Experiment, develop, resilience</p> <p>Be curious - Critical and contextual studies</p> <p>Be reflective - Annotate and record</p> <p>Be yourself - Relate and innovate</p>	<p>Ensuring that observation skills are taken on board - not making up shapes</p> <p>Pattern is a repeating element</p>		<p>The accurate use of subject specific keywords is required for GCSE Art & Design</p> <p>Development of key skills</p> <p>Creating links</p> <p>Developing a creative /personal response.</p> <p>Allowing for experimentation - a key skill at GCSE</p>	Celtic Art Knot designs	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates</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: Explore different ways of working</p>	<p>Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers . Broad spectrum covered at the teachers discretion.</p> <p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.</p> <p>Analysis, understanding composition and creating links are key components of the courses.</p> <p>Students learn to appreciate and value images and artefacts across times</p>	<p>Creative mindset - transferable skills.</p> <p>Festival and events</p>
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5	Texture and mark making Pop Art	Experiment with a variety of mark making techniques including pen and ink wash and wax resist. Explore the visual style of Pop Art.	How to effectively use a range of media. Using material to mark make Analyse and interpret the visual style of Pop Art. How to create an Onomatopoeic illustration in a Pop Art style.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	'Art is just drawing' - pupils to see that there are other ways in which to mark make, challenge the misconception that it is all to do with drawing		The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response. Allowing for experimentation - a key skill	Pupils can consider their own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: 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	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers. Broad spectrum covered at the teachers discretion. The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses.	Creative mindset - transferable skills. Graphic Design and illustration

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6	Pop Art	Pop Art shoes. Mixed media Pop Art outcomes - use techniques from texture and mark making experiments.	How to creatively apply mixed media techniques whilst remaining true to the visual style of Pop Art.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	What does Pop Art? Pop is short for popular - move away from the thinking of onomatopoeia is the only part of pop art		The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response. Allowing for experimentation - a key skill at GCSE	How else can we apply pop art to our outcomes? Are bright colours and big words the only thing that makes pop art? Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: 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	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers . Broad spectrum covered at the teachers discretion. The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding	Creative mindset - transferable skills. Graphic Design and illustration

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