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| Key Stage and Long term Plan for Art and Design at TUITION | |
| Diagram  Description automatically generatedWhole School Intent and the Art  Curriculum  Independence – Freedom of  Expression to make mistakes and to  build resilience. Independent  thought via discussion, debate,  analysis and visual outcomes.  Providing opportunities to  independently practise skills,  techniques and processes.  Emotional intelligence and resilience – Awareness of emotive and expressive art. Opportunities to build on self-esteem, confidence and an awareness of self and others through the arts. A therapeutic environment encourages emotional well-being. Vocabulary linked to personalised emotive responses to different art forms.  Appropriate communication skills –  Teacher modelling appropriate and  effective communication and  behaviour skills. Key vocabulary,  opportunities to debate, discuss and  express opinions. Communicating  verbally and through visual  outcomes. Positive pupil feedback. A  therapeutic environment  encourages ‘safe’, non-judgmental  self-expression.  The ability to contribute to society  through good citizenship skills and  preparedness for work –  Promoting  the value of art, craft and design in  everyday life, different industries  and career sectors. How skills can be  utilised for life? Providing opportunities to form links between  Art and other subject areas.  Encouraging participation in  community events. Awareness of  self-control and building self-confidence. Awareness of other’s  needs, developing empathy and  understanding through cultural,  political and current events. | **School Pedagogy:**  Launchpad Tuition has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child’s ‘capacity to learn can change and be changed for the better as a result of what happens and what people do in the present’ (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine’s 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.  **Subject Specific Pedagogy:**  Young children's first attempts to communicate ideas and feelings are often through creativity. Motor skills,  language development, decision making, exploring, evaluating and developing visual spatial skills are all key  components explored through creativity, imagination and visual expression.  Art and design is concerned with providing further opportunities to progress in these areas and focuses on  recording and responding to the world around us. It is beneficial to all pupils as it allows the freedom of expression  and the freedom to make mistakes and to build resilience from this.  Building confidence, self-esteem and promoting feelings of success are key values. It also assists with the  therapeutic release of tensions in an environment which actively encourages creativity, independent thought and  communication amongst a wide variety of practical experiences.  Art is taught as a specialist subject throughout all the Key stages, the Curriculum offers a range of differentiated,  varied projects designed to cover all the skills and techniques required at each Key stage. The transitions between  each Key stage aim to provide familiarity with a body of artistic knowledge whilst exploring a variety of materials  and media, skills, principles and vocabulary including the work of artists, designers and craftspeople. We aim to  stimulate students’ curiosity, interests and knowledge of spiritual, moral, social and cultural issues.  All projects and themes will combine elements of drawing and painting skills. Many will develop into printmaking,  collage and 3D forms. The level of difficulty/complexity will increase through each year group and Key Stage. A  strong emphasis on reviewing, revising, refining and accessing prior attainment, knowledge and understanding will  be evident across all Key stages. This will prepare pupils for the transition into each Key Stage and the specification  requirements at GCSE level and other relevant qualifications/certificates that may be accessed.  Pupils will gain context on varying art periods, key art  movements, how art has shaped the world, culture, society and humanity. Pupils at varying stages will gain  knowledge on art from local and national artists, craftspeople and designers. Throughout this journey, they will gain  key and life skills and learn how these link to life beyond school and the wider world of work. They will understand  how the practical techniques and processes, theoretical concepts and exposure to varying themes support the  development of spiritual, moral, social and cultural understanding. |
| **Subject Intent:**  All Key Stages:  To offer a range of differentiated, varied projects designed to cover all the skills and techniques required at each  Key Stage.  To gain knowledge about great artists, craft makers and designers.  To stimulate curiosity, independence, intrigue and capture the interests of pupils.  To incorporate reading development opportunities.  To encourage a range of ICT skills linked to relevant projects including independent research.  To provide links to other subject areas and to inform about jobs and careers in the arts and creative industries.  To respond to the world around us in a social, moral, spiritual and cultural context.  To provide all pupils varying opportunities to communicate ideas and feelings through creativity, imagination and  visual expression.  To further develop Fine motor skills, decision making, problem solving, and exploring, evaluating and visual spatial  skills.  To allow the freedom of expression and the freedom to make mistakes and to build resilience from this. To provide  opportunities in building confidence, self-esteem and promoting feelings of success.  To assist with the therapeutic release of tensions in an environment which actively encourages creativity,  independent thought and emotional intelligence and well-being.  To understand the basic principles of art including the formal elements.  KS3:  Produce creative work, exploring their ideas and recording their experiences  Become proficient in drawing, painting, sculpture and other art, craft and design techniques  Evaluate and analyse creative works using the language of art, craft and design  Know about great artists, craft makers and designers, and understand the historical and cultural development of  their art forms.  Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should  develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can  inform their own work.  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 increase their proficiency in the handling of different materials  To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or  applications of their work  About the history of art, craft, design and architecture, including periods, styles and major movements from  ancient times up to the present day.  KS4:  Students should be introduced to a variety of learning experiences, which encourage the development of skills  through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and  related area(s) of study.  Students should show knowledge, understanding and skills in the development of their personal work informed by  first-hand experiences and appropriate secondary sources.  Students should be encouraged to progressively develop their own strengths and interests in the subject and,  increasingly, follow their own lines of enquiry.  Students must develop the knowledge and understanding as specified below through sustained practical application  of skills to realise personal intentions.  Students must learn how sources inspire the development of ideas. For example, drawing on:  The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts,  periods, societies and cultures  contemporary and/or historical environments, situations or issues  other relevant sources researched by the student in the chosen qualification title and area(s) of study  5 | P a g e  The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using  formal elements.  The characteristics, properties and effects of using different media, materials, techniques and processes, and the  ways in which they can be used in relation to students own creative intentions and chosen area(s) of study  The different purposes, intentions and functions of art, craft and design in a variety of contexts and as  appropriate to students’ own work. |

KS3

| Key Stage and Subject Long Term Plan | Topic/Learning Pathway | Key Vocabulary | Links to previous learning (Component Skills) | Links to wider curriculum |
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| Autumn | **PORTRAITS AND DISTORTION**   * GENERAL study sheet on DISTORTION (Images, title and annotations) * Look at SPECIFIC PORTRAIT artists David Hockney and Brno del Zou and produce a study sheet comparing and annotating their work in relation to distortion. * John Clang study sheet with samples of portraits in his style * In the style of the photomontage artists, use your Images to create your own portrait in the style of   HOCKNEY and Del ZOU.   * Create new distorted portraits in the style of Clang and weaving techniques using your photographs * Create a variety of edits using the photographs you have taken. * Take photographs of portraits and focus on viewpoint and composition. Present them accordingly. * Create portraits in the style of Maykel Lima using the photocopier or paint.net. * Experiment with techniques in the style of WES NAMAN * Plan, show your development of idea and how you modify and design. Annotate the process. * Produce a portrait in the material of your choice inspired by the artist of your choice * Providing you have experimented and shown the journey of your ideas as you progress. * Evaluate and provide evidence of how the project has developed. | * Distortion * Manipulation * Portrait * Focus * Proportion * Photomontage * Edit * Modify * Develop * Annotation * Viewpoint * Characteristics * Images/photocopies * Glue, paper and scissors * Cameras, i-pads * Paint.net * Tissue paper * Modroc * Acrylic paints * Canvases * PVA * Carbon paper * Internet access * Paint   Laptops | * Understanding how others work and reflecting on this to inform their own practice * Studying formal elements of drawing, shape, form, tone, etc. * Mono/poly printing techniques and being able to control to produce quality prints * Understanding of qualities of several paints - specifically acrylic | * Understanding history and purpose of portraits and why they are popular within history * The importance within the photography/art world (of portraits) * To understand family collections * Identify self-reflection, body image, and modesty issues raised by the questions ‘who we are?’; ‘what do people want us to be?’ * Making connections with artists’ work and being able to discuss and analyse work of others * Being inspired by the work of others |
| Spring | **BUILDINGS AND VIEWPOINTS**   * Take photographs of buildings and focus on viewpoint and composition. Present them accordingly. * 2.GENERAL study sheet on local buildings. Use your own photographs (Images, title and annotations) * 3. Look at SPECIFIC artists Caroline Johnson and James Hobbs and produce a study sheet comparing and annotating their work in relation to urban sketching. * 4. Look at and analyse urban sketching techniques and use examples to compare and study what different artists do (LAPIN?) * 5. In the style of the above artists, draw from the photographs you have taken using fine liners and sharpies on acetate to create your own versions. * 6 Create lino prints of your favourite buildings * 7. Use computer software to manipulate your drawings and add block colours in the style of James Hobbs * 8. Experiment with techniques in the style of urban sketch artists. Plan, show your development of ideas and how you modify and design. Annotate the process. * 9. Experiment with ideas for your final piece * 10. Produce a final piece in the material of your choice inspired by the artist of your choice. Providing you have experimented and shown the   journey of your ideas as you progress.   * 11. Evaluate and provide evidence of how the project has developed. | * Perspective * Architecture * Structure * Urban * Urban sketching * Images/photocopies * Glue, * paper * scissors * Cameras, i-pads * Paint.net * Tissue paper * Modroc * Acrylic paints * Canvases * PVA * Carbon paper * Internet access * Paint * Laptops | * Understanding how others work and reflecting on this to inform their own practice * Studying formal elements of drawing, shape, form, tone, etc. * Mono/poly printing techniques and being able to control to produce quality prints * Understanding of qualities of several paints - specifically acrylic | * Understanding history and purpose of portraits and why they are popular within history * The importance within the photography/art world (of portraits) * To understand family collections * Identify self-reflection, body image, and modesty issues raised by the questions ‘who we are?’; ‘what do people want us to be?’ * Making connections with artists’ work and being able to discuss and analyse work of others   Being inspired by the work of others |
| Summer | **PICASSO CUBISM**   * Information and artist’s research in the form of collage and analysing sections of the artist’s work. * Looking in detail at the work of Picasso in particular the Weeping woman painting and choosing a section to copy to create a joint piece of work including an evaluation. * Looking at cubism in details and creating an artist’s study page of this and African art that heavily influenced the cubists. * Create a multi-media drawing of African Art mask. * Analyse sections of masks though drawings * Design an African mask in cubist style allowing for refinement of design. * Create clay mask from design focusing on texture, shape and form * Be able to evaluate and analyse own work to self-assess and be able to make progress | * Cubism * Distortion * Tribal * Mask * African * Images * Glue/Scissors * Inks * Pencils, Paper, Pens * Access to Paint .net and the internet. * Sculpture materials such as clay * Paints * PVA Glue * Card * Chalk | * Studying the formal elements of drawing * Understanding of how to translate artists work into own developing style. * Collage techniques showing understanding of artists work * Analysing artwork through drawings * Develop knowledge and understanding of clay techniques * Designing and providing evidence of modifying and refining ideas * Developing competent sculpture techniques and confident manipulation of materials | * Be able show understanding of the artist’s work * Understanding influence of African art and how work from other cultures has inspired and directed the style of work * Have knowledge of different artforms and techniques and how they vary indifferent parts of the world. |

YEAR 10

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| Autumn /Spring | ASSEMBLAGE   * Look at the work of Joseph Cornell, analyse and show understanding through collage work * Observational studies of natural forms such a shells, cones, pineapple etc. * Presentation of work using chosen imagery and drawing, this will inform the design for the wallpaper of the box. * Experimentation with different techniques and processes and using a variety of materials to include: mono printing, recording showing a good understanding of shape form line tone colour. Printing into clay, creating leaf prints and leaf papers. * Developing ideas and designs of a Joseph Cornell inspired box including what will go in the box, the structure of the box and how this will be created. * Final design ideas created and box constructed. * Evaluations and reflections recorded and annotations completed. | * Ephemera * Nostalgia * Collage * Assemble * Layering * Composition * Sculptural * Natural forms * Images * Glue/Scissors * Inks * Pencils, Paper, Pens * Access to Paint .net * Sculpture materials such as card, boxes, newspaper, cardboard, masking tape, Clay, * Paints * PVA Glue   Shells, | * Studying the formal elements of drawing * Understanding of how to translate artists work into own developing style. * Collage techniques showing understanding of artists work * Analysing artwork through drawings * Ability to carefully paint with inks showing control and confident blending skills. * Designing and providing evidence of modifying and refining ideas * Developing competent sculpture techniques and confident manipulation of materials | * Understanding the work of Joseph Cornell and becoming aware of his interests and obsessions. This will give an insight into cultures that inspired him. (Ballet, French Literature, etc) * Making connections with artists work and being able to dissect and analyse his and others work. * Understanding of what the artist was driven by and the parameters that were put on his life and how he overcame barriers. |
| Spring/Summer | SARAH GRAHAM   * Sarah Graham study sheet (images, title and show annotations of her work including your small study of her work) * Look at other photo surrealist painters and produce a study sheet comparing the work/methods/outcomes/colour /lighting etc * Copy and enlarge a small area of Sarah Graham’s Work to at least A4 size. * Think about the materials you are using. Choose different sections of the work to experiment.   + - (splitting the image into 4 maybe) * Photograph close up areas of sweets and treat objects or use the examples provided and Photograph them on your phone. * Choose your own areas from the photographs and manipulate to look at colour, composition, form, tone. * Sketch in the style of Sarah Graham think about scale and experiment with a variety of materials * Produce a large colourful painting in the style of Sarah Graham.   Evaluate and provide evidence of how the project has developed. | * Nostalgia * Layering * Photorealism * Macro * Lens * ephemera * Images * Glue/Scissors * Inks * Pencils, Paper, Pens * Access to Paint .net and the internet. * Papers * Paints * Canvas * Powerpoint/you tube | * Studying the formal elements of drawing * Understanding of how to translate artists work into own developing style. * Collage techniques showing understanding of artists work * Analysing artwork through drawings * Ability confidently manipulate and design using Paint.net * Develop knowledge and understanding of Painting techniques and the formal elements of drawing * Designing and providing evidence of modifying and refining ideas   Developing competent painting techniques and ability to present a personal response. | * Be able identify and connect with the artist through using social media * Understanding the use of social media as a modern day gallery but identify the differences in the audience and demographic * Discuss the merits of contemporary routes into the art world. |

YEAR 11

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| Autumn/Spring | SARAH GRAHAM   * Sarah Graham study sheet (images, title and show annotations of her work including your small study of her work) * Look at other photo surrealist painters and produce a study sheet comparing the work/methods/outcomes/colour /lighting etc * Copy and enlarge a small area of Sarah Graham’s Work to at least A4 size. * Think about the materials you are using. Choose different sections of the work to experiment.   + - (splitting the image into 4 maybe) * Photograph close up areas of sweets and treat objects or use the examples provided and Photograph them on your phone. * Choose your own areas from the photographs and manipulate to look at colour, composition, form, tone. * Sketch in the style of Sarah Graham think about scale and experiment with a variety of materials * Produce a large colourful painting in the style of Sarah Graham.   Evaluate and provide evidence of how the project has developed. | * Nostalgia * Layering * Photorealism * Macro * ephemera * lens * Images * Glue/Scissors * Inks * Pencils, Paper, Pens * Access to Paint .net and the internet. * Papers * Paints * Canvas * Powerpoint/you tube | * Studying the formal elements of drawing * Understanding of how to translate artists work into own developing style. * Collage techniques showing understanding of artists work * Analysing artwork through drawings * Ability confidently manipulate and design using Paint.net * Develop knowledge and understanding of Painting techniques and the formal elements of drawing * Designing and providing evidence of modifying and refining ideas   Developing competent painting techniques and ability to present a personal response. | * Be able identify and connect with the artist through using social media * Understanding the use of social media as a modern day gallery but identify the differences in the audience and demographic   Discuss the merits of contemporary routes into the art world. |
| Spring/ Summer | EXTERNAL SET ASSIGNMENT   * Completion of preparatory work and exploration of original chosen themes set by the exam board. * Develop a FINAL PIECE (personal response) of artwork that reflects the artists looked at, the materials experimented with and the ideas developed. (see the assessment objectives. * Careful consideration of sources and presentation of ideas and work. * Planning to be decided to suit individual pupil needs/requirements. Possible ways forward * Refinement of existing portfolio work, annotation, experimental tasks covering media and materials and written responses. * 2. Series of choices from AQA set themes. * Teaching/delivering a new theme or project to support portfolio work/outcomes. | Relevant to chosen theme. | Understanding through previous working practices, how their work needs to meet the assessment objectives as stated below:  AO1 Develop their ideas through investigations  informed by contextual and other sources  demonstrating analytical and cultural  understanding  AO2 Refine their ideas through experimenting  and selecting appropriate resources, media,  materials, techniques and processes  AO3 Record ideas, observations and insights  relevant to their intentions in visual and/or  other forms  AO4 Present a personal, informed and meaningful  response demonstrating analytical and critical  understanding, realising intentions and where  appropriate, making connections between  visual, written, oral or other elements. | * Develop confidence in self through completing exciting worksheets and outcomes. * Personal reflections and analysing artists’ work * Increased concentration and perseverance * Self-discipline and commitment |