

Art Subject Long Term Progression Plan 2022/23

	Year 7 Year 8 KS3 Art and Design	Year 9 Year 10 Year 11 GCSE Fine Art (and 6th form Photography)	Year 12/13 A Level Fine Art and Photography
<p>Knowledge</p> <p><u>To gain knowledge of:</u></p>	<p>Knowledge needed to develop increasing familiarity with different media, to develop skills and the learning essential to inform creative actions through the study of creative practitioners, other cultures and times.</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • <u>Formal elements:</u> Line, shape, form, tone, texture, colour, space • <u>Principles:</u> Pattern, Movement, Proportion <p><u>Use Materials</u></p> <p><i><u>Dry media</u></i> – pencil (hard to soft), coloured pencil, oil and chalk pastel, charcoal, pens, PVA.</p> <p><i><u>Wet media</u></i> – inks (drawing and printing), water colour, poster paint Collage – paper (e.g. cartridge, sugar), newsprint fabrics, tissue,</p>	<p>Revisit and extend on knowledge from KS3. (for Year 12 GCSE Photography also)</p> <p><u>Understand and apply Composition</u></p> <ul style="list-style-type: none"> • <u>Formal elements:</u> Line, shape, form, tone, texture, colour, space • <u>Principles:</u> Pattern, movement, proportion, emphasis, rhythm, harmony, contrast. balance <p>Develop their knowledge of a wider range of artists, designers, craftspeople, architects and cultures tailored to the individual projects of each student.</p> <p>Understanding and analysing a range of art forms: e.g. Portraiture, landscape, sculpture, still life, assemblage art, land art, graffiti, installation, conceptual, new medias.</p>	<p>Revisit and build on knowledge from KS4.</p> <p>Gain in-depth, focussed and critical knowledge of a diverse range of artists, designers, craftspeople, architects and cultures to inform the development and formation of the individual projects of each student.</p> <p>Develop specialist knowledge in knowing the full potentials and limitations of materials, techniques and processes.</p> <p>Develop confidence in a range recording disciplines such as observational drawing, primary source photography, mind mapping, mood boards and other ideation techniques</p>

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<p><u>3D media</u> – fabrics, wire, clay, card (enrichment) – plaster, mod roc, Lego, plasticine, papier mache</p> <p><u>Digital media</u> - Cameras, Photoshop, PowerPoint, word.</p> <p><u>Tools</u> - Brushes, mixing palettes, palette knives, cutting tools, inventive mark making tools, rollers, plates, sewing equipment, ceramic equipment, digital cameras.</p> <p><u>Artists/Craftspeople/Designers/Architects</u> From a range of times and places. Students know about the visual communication and visual recording behind the work of the practitioners studied as well as the creative processes.</p> <p>Knowledge of a range of art forms: e.g. Portraiture, landscape, sculpture, still life, assemblage art, land art, graffiti, installation.</p> <p><u>Classroom expectations: Health and Safety</u></p> <p>Wear suitable personal protective clothes and equipment; work with safety and care for themselves and others working around them, consider and demonstrate respect for the</p>	<p>Develop knowledge in knowing the full potentials and limitations of materials, techniques and processes.</p> <p><u>Further medias:</u> Acrylic; plaster; resin; oil paint Digital media: Visual manipulation and animation software – Photoshop; After effects; premier.</p>	<p>Develop analytical and critical skills through in-depth study of theirs and others’ work, further critical reading, and engagement with art practitioners.</p> <p><u>Further medias:</u> Photographic medias – pinhole cameras, SLR; graphic tablets</p> <p>Light based – projection, animation, video.</p>
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	environment, the equipment and materials and each other.		
Skills and processes	<p>Develop the skills of making Art, craft and design.</p> <p>Developing skills of recording, designing and developing ideas.</p> <p>Develop the skills of judgement and evaluation.</p> <p>Investigate, analyse, experiment and work expressively to explore and record their observations, imagination, feelings and personal responses when engaged in creative processes and when making outcomes.</p> <p><u>To be able to use Sketchbooks</u></p> <p>Using sketchbooks to record observations, imagine, explore, experiment, analyse, reflect, design, develop, document, present, take risks, make mistakes, refine, communicate and evaluate.</p> <p>Begin to learn how to create a sketchbook and document ideas in different ways.</p> <p><u>To be implicitly introduced to the creative</u></p>	<p>Revisit and extend on skills and processes developed during KS3.</p> <p>To learn how to develop a project with focus from original ideas conception and research to development and outcome.</p> <p>Build and refine technical skills in the handling of a range of materials and techniques, such as: Plaster and moulding; oil painting processes; printmaking (block, reduction, screen, stencilling)</p> <p>To refine skills in recording ideas, thoughts and observations in a range of ways including drawing, photographing, mind mapping, note taking and annotation.</p> <p>To use materials, techniques and processes creatively and inventively through combination, experimenting, risk-taking, review and refinement.</p> <p><u>To develop knowledge and understanding of the creative process and begin to apply this to their developing artistic practice:</u></p>	<p>Revisit and build on skills and processes developed during KS4.</p> <p>To be able to develop a project informed by sustained and focussed analytical and critical research taking risks and leaps of imagination as necessary.</p> <p>To be able to creatively and imaginatively explore materials, techniques and processes with perceptive and analysis and evaluation.</p> <p>To demonstrate a consistently high level of skill in the handling of materials and media when recording ideas and observations both functionally and aesthetically.</p> <p><u>To have a professional understanding of the creative process and independently apply this to their artistic practice:</u></p>

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	<p><u>process:</u></p> <ul style="list-style-type: none"> • Define • Imagine/Ideate - idea generation • Research • Experiment • Review, refine and develop • Realise • Evaluate <p><u>To develop practical skills with a range of wet and dry 2D and 3D materials, techniques and processes:</u></p> <p>Drawing from Observation and Imagination</p> <p>Drawing techniques – alternative ways of drawing (from observation and imagination)</p> <p>Painting techniques – blending, bleeding, scumbling, wash, drip, blocking, physical mixing of colours and optical colour mixing,</p> <p>Collage – paper, photomontage, mixed media, mixed techniques, juxtaposition.</p> <p>3D - Sculpting, assembling/constructing, making, embellishing, forming and modeling.</p>	<ul style="list-style-type: none"> • Define • Imagine/Ideate - idea generation • Research • Experiment • Review, refine and develop • Realise • Evaluate 	<ul style="list-style-type: none"> • Define • Imagine/Ideate - idea generation • Research • Experiment • Review, refine and develop • Realise • Evaluate
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	<p>Mark-making (e.g. crosshatch, scribble, dots) – to express and communicate, imagine thoughts, feelings and opinions.</p>		
Concepts	<p><i>...evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intentions.</i></p> <p><i>...discuss different aspects of their own and other's work, explaining how they refine their ideas, skills and methods, applying what they learn to improve their own outcomes.</i></p> <p><i>...compare, analyse and describe different ideas and approaches used by artists and designers, recognising the influence of contexts, cultures and times on their work.</i></p> <p><i>...know how to interpret and respond to different creative forms from diverse historical periods, cultures and times e.g. artists, craftspeople, designers, architects, digital, photographic and graphic media artists.</i></p> <p><i>...independently improve their practical skills or understanding of the qualities of different materials and processes as they purposefully investigate and experiment for a purpose.</i></p> <p><i>...successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions.</i></p>	<p>Build on concepts from KS3 in line with the Edexcel assessment objectives for GCSE Art and Design.</p> <p>Students develop their understanding and application of the Creative Process.</p> <p>Students further develop their ability to successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions.</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>Record ideas, observations and insights relevant to intentions as work progresses</p> <p>Present a personal and meaningful response that realises intentions and</p>	<p>Build on concepts from KS4 in line with the Edexcel assessment objectives for A Level Art and Design.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</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>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>

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	<p><i>...work safely and effectively to improve their skills with various tools to explore the characteristics of different 2D and 3D media when making work about social issues.</i></p> <p><i>...create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning.</i></p> <p><i>...know how to mix and apply colour so they can convey concepts such as warm and cool, or express meanings and emotions.</i></p> <p><i>...use their understanding of dry and wet techniques, colour theory, structure and surface qualities to create and communicate moods and meaning using suitable tools.</i></p> <p><i>...effectively use web and book based research to inform their experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions.</i></p> <p><i>...improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop their ideas towards an outcome.</i></p> <p><i>...develop their ideas and plan intentions following a sequence of design steps evidenced with e.g.</i></p>	<p>demonstrates understanding of visual language</p>	
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	<p><i>thumbnail studies, annotation, multiple views, compositions and maquettes.</i></p>		
<p>IBACC Soft skills (habits of mind) To become creative, critical, independent, visual thinkers</p> <p>RESILIENCE Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills</p> <p>INDEPENDENCE Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.</p> <p>COMMUNICATION Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.</p> <p>UNDER all 3 of the IBACC skills:</p> <p>INQUISITIVE: <i>Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).</i></p> <p>IMAGINATIVE: <i>Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.</i></p> <p>DISCIPLINE: <i>Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.</i></p> <p>PRESENTATION: <i>Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.</i></p> <p>COLLABORATIVE: <i>Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.</i></p>			

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	<p><u>Literacy</u></p> <p>Literacy in Art supports student's critical development and in doing so supports the whole school drive. Knowledge and understanding of subject specific vocabulary is developed through both dialogue and written tasks.</p> <p>Strategies: Art dictionary; differentiated writing frames; keyword walls; spelling tests; articles; questioning etc.</p> <p><u>Numeracy</u></p> <p>Scale, quantity, proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle and comparative size when applied to e.g. colour mixing, visual measuring of length and angle when drawing from observation, changing scale to enlarge or reduce, manage and understand two point perspective and when designing or planning before making.</p> <p><u>ICT</u></p> <p>Supporting students to become technologically advanced: Use of image manipulation software (e.g. Photoshop, Paint, Movie maker); digital cameras; illustration packages; Microsoft Office used for presentations and written elements.</p>
	<p><u>Long-term learning over performance</u></p> <ul style="list-style-type: none"> • Current and engaging curriculum. • Spaced curriculum and Stickability: Rehearsal and retrieval (both practically and critically). • Instilling 'The Creative Process' through thematic and brief based projects. • Excellent exemplar work.

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	<p><u>Being work ready</u></p> <ul style="list-style-type: none"> • Work related briefs (creative industry links) • Visiting Art Practitioners • Community Links (e.g. Crawley council; primary schools) • Exhibitions • Cultural Capital
	<p><u>High challenge leading to social mobility</u></p> <ul style="list-style-type: none"> • ‘Never Finished’/straight to challenge/live modelling • Subject Scholars: Literacy in art; critique; excellent exemplar work • Teaching beyond the curriculum • Personalised projects inspiring and motivating all.
	<p><u>The human over the subject</u></p> <ul style="list-style-type: none"> • Personalised projects • SMSC in ART: e.g. Varied themes such as Feminism; LGBT; Identity; the Environment • Cultural capital • Habits of Mind

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	<ul style="list-style-type: none">• Taking pride in one's portfolio and presentation.• Exhibitions as participation and celebration.• Art ambassadors
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