

Long Term Plan 2026 – 2027

Art & Photography

Curriculum Intent statement:

To create a personalized curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap to provide a platform for our students to succeed in whatever they aspire to do.

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
YEAR 7	KNOWLEDGE	Sweet things Into to Art & The Formal Elements: LINE SHAPE FORM TONE The Formal Art Elements. Students can list and explain the 7 Formal Elements: II. Art Context and Terminology The Arts: Understanding the variety of art forms (Drawing, Painting, Printing, Ceramics/Pottery). Art Appreciation: Discussing and	Sweet things The Formal Elements: TEXTURE and SPACE Artist Study: Knowledge of the work of a relevant artist (Nancy Standlee) and their use of the Formal Elements. Understanding the difference between implied and tactile texture. Understanding the use of positive and negative space in artwork.	Sweet things The Formal Elements: COLOUR Painting colour theory Primary, secondary, tertiary, complementary, harmonious, tints and shades. Evaluation: Learning to reflect on work using structured criteria (like the WHWQN writing frame) and self-assessing against success criteria.	Natural Forms Pattern & Print: REPEAT PATTERN Introduction to Natural forms – what are they? How have artists been inspired by Natural forms? Exploring pattern, what is it? Different types of pattern. Ways of repeating pattern. Artist study Elosie Renouf . Understanding the difference between	Natural Forms Pattern & Print: PRINTING Understanding what printmaking is. How it is used in the industry. Introduced to the concept of relief printmaking (William DeMorgan) Understand how to develop a pattern and create a design for a specific purpose	Natural Forms Pattern & Print: CLAY To understand the basic properties of clay. To look at the work of ceramicists and how ceramics has developed throughout time. To learn the basic skills and techniques in using clay, attaching pieces together – to learn about the 4S's. To learn about glazes and applying

		creating a mind map on the Importance of Art and its impact on everyday life, culture, and history.			natural and man-made patterns.		colour and detail to ceramics.
	SKILLS	<p>Learning to embrace mistakes ("A beautiful oops") as part of the creative Problem Solving process.</p> <p>Drawing and observational Skills.</p> <p>Line and Mark Making: Creating a variety of lines and marks to build a drawing.</p> <p>Refining drawing skills through practice, focusing on line accuracy and detail.</p> <p>Using Basic Shape Drawing techniques to break down complex objects.</p> <p>Form and Tone (Shading): Creating a Tonal</p>	<p>Texture: Exploring and creating implied texture (visual texture) using various mark making techniques.</p> <p>Applying perceived texture to objects.</p> <p>Space: Creating negative space drawings, a technique used to focus on the empty space around an object to help define the positive space (the object itself).</p>	<p>Painting and colour mixing.</p> <p>Brush Control: Learning the correct technique for holding a paintbrush and maintaining good paint consistency.</p> <p>Developing skills in cleaning brushes and equipment.</p> <p>Colour Theory Application: Mixing Primary and Secondary Colours.</p> <p>Demonstrating knowledge of Complementary and Harmonious (Analogous) colour schemes.</p> <p>Mixed Media and Response Collage: Combining Shape, Pattern, and Line to create simple collages.</p> <p>Developing Work: Responding to Feedback (WWW &</p>	<p>Drawing skills developed, drawing from observations</p> <p>Identifying natural and man-made patterns</p> <p>Developing drawings into patterns, applying the knowledge of different pattern repeats</p> <p>Applying colour pencil techniques to pattern</p>	<p>Applying knowledge of printmaking to create a poly tile relief</p> <p>Following steps create a relief pattern print.</p> <p>To evaluate work in terms of criteria based on design and application of skills.</p>	<p>Applying knowledge of ceramics to develop a relief tile design using previous drawings and pattern work.</p> <p>To produce a clay tile following techniques learned</p> <p>To apply colour to tile linking to previous work</p>

		<p>Band to demonstrate control over pencil pressure.</p> <p>Applying Gradual Blending to Geometric Shapes (like spheres, cubes, and cylinders) to successfully create the illusion of Form (3D).</p> <p>Understanding and applying a light Source to correctly place highlights and shadows.</p> <p>Accuracy and Proportion: Developing skills using a Drawing Grid technique to improve the accuracy of Proportions and placement.</p> <p>Developing Work: Responding to Feedback (WWW & EBI) to refine and improve work.</p>		EBI) to refine and improve work.			
YEAR 8	KNOWLEDGE	Masks: CULTURAL	Masks: DAY OF THE DEAD DRAWING	Masks: DAY OF THE DEAD PAINTING	Animal Heads: SHAPE FORM	Animal Heads: CARD RELIEF	Animal Heads: CARD RELIEF

	<p>Expectations, re-cap of The Formal Elements Art and vocabulary.</p> <p>Masks Mood board, masks usage, tonal drawing, grid drawing, shape & form, value, symmetry, mark making, proportions, gradual blending, artist research: (Calixte Dakpogan).</p> <p>Tonal drawing: Venetian Masks.</p>	<p>Intro to Mexican Day of the Dead (Día de los Muertos).</p> <p>Understanding the historical context and symbolism.</p> <p>Sugar skulls drawing showing skills in symmetry, symbolism, pattern, shape, colour theory, pencil blending & composition.</p>	<p>Re-cap colour theory & painting skills: tints, shades, tones, primary, secondary & tertiary colours, harmonious colours, complimentary colours.</p> <p>Painting a skull using greyscale.</p> <p>Using mixing, blending and compositional skills to design & paint symmetrical patterns / symbols onto the greyscale mask. Developing design into background.</p>	<p>TEXTURE</p> <p>Drawing, animals using geometric shapes, 3 views of heads using mark making, line of action, collage using ICT.</p> <p>Artist study (Yago Partal) & hybrids.</p>	<p>Manipulating cardboard techniques, relief, papier mache techniques, embellishment, painting, pattern, detail, texture, mark making, storytelling, teamwork. Review & refine.</p> <p>Artist studies (Josh Gluckstein, Laurence Vallières, Jozef Mrva)</p> <p>Creating a cardboard animal head using 3 options: -Cardboard relief -Papier mache -3D using hot glue</p>	<p>Refining animal heads using embellishment, painting, pattern, detail, texture, mark making, storytelling, teamwork.</p> <p>Review, refine & evaluate.</p>
SKILLS	<p>Cultural identity & symbolism, drawing using symmetry, gradual blending & mark making skills, proportion & shape, research & analysis skills.</p> <p>Responding to Feedback (WWW</p>	<p>Understanding symbolism, symmetry, keywords, pattern drawing, use of warm & cool colours, coloured pencil blending, composition.</p> <p>Reviewing, refining & evaluating.</p>	<p>To show a greater understanding of colour theory To develop painting skills demonstrating an understanding of tints, tones & shades and greyscale. Responding to Feedback (WWW & EBI) to refine and improve work.</p>	<p>Drawing using proportions, shape, texture, mark-making & tone. ICT collage & editing skills, profile & face on, research & analysis skills.</p>	<p>Drawing animals & outlining shapes, carving, manipulating & layering cardboard to create a relief, using papier mache to create & embellish features, painting using poster paints (limited palette),</p>	<p>Drawing animals & outlining shapes, carving, manipulating & layering cardboard to create a relief, using papier mache to create & embellish features, painting using poster paints (limited palette),</p>

		& EBI) to refine and improve work.				adding pattern, detail & texture using mark making, collaboration, teamwork skills & responsibility. Responding to Feedback (WWW & EBI) to refine and improve work.	adding pattern, detail & texture using mark making, collaboration, teamwork skills & responsibility. Reviewing, refining & evaluating a project.
YEAR 9	KNOWLEDGE	<p>Cityscapes: PERSPECTIVE</p> <p>Formal Elements and Principle Elements: Line, Tone, Colour, Shape, Form, Texture. Principles: Composition, Balance, Scale, Proportion, Focal Point, Contrast.</p> <p>Perspective Terminology Perspective: The method used to create the illusion of three dimensions on a two-dimensional surface. Vanishing Point</p>	<p>Cityscapes: COLOUR</p> <p>Knowledge of the work and techniques of contemporary artists focused on the city (Mary Lum, Steven Wiltshire). Understanding how artists use different Media to communicate meaning and ideas about the urban environment.</p> <p>Painting colour theory - Hue: The name of a colour (e.g., red, blue). Value: The lightness or darkness of a colour (Tints and</p>	<p>Cityscapes: COMPOSITION</p> <p>Compositional techniques</p> <p>GCSE Preparation (Big Concepts): Understanding the structure of an art project and the skills (recording, developing) that link to KS4 Assessment Objectives (AO's).</p>	<p>Street Art: LETTERING</p> <p>Artist analysis (Banksy, J.R, Keith Haring) & reflection. Street Art Mood board & Title Page. Drawing a range of lettering styles: bubble, block, 1 point perspective & graffiti, proportion & scale, tramlines, colour pencil blending.</p>	<p>Street Art: TAGS & ICONS</p> <p>Designing & drawing personal icons/symbols, colour theory re-cap, colour pencil blending, creating 'tags' and incorporating icons into personal designs, composition, lettering.</p> <p>Responding to Feedback (WWW & EBI) to refine and improve work.</p>	<p>Street Art: FINAL PIECE and WORD & IMAGE</p> <p>Developing a final 'piece' using skills learned, 3D lettering using cardboard, painting, relief techniques, embellishment.</p> <p>Artist Analysis (Eduardo Bertone) using mixed media: oil pastels and pen, Artist Analysis of pattern & colour (Robert Indiana word sculpture), combining words and images (Mel Bochner, Ben Eine, Kay Rosen, Steve Powers, Ray Johnson),</p>

		<p>(VP): The point(s) on the horizon line where parallel lines appear to meet.</p> <p>Horizon Line (Eye Level): The line representing the viewer's eye level.</p> <p>One-Point Perspective: Used when looking directly down a road or corridor.</p> <p>Two-Point Perspective: Used when looking at the corner of a building.</p> <p>Depth and Foreshortening.</p>	<p>Shades).</p> <p>Intensity/Saturation: The purity or brightness of a colour.</p> <p>Colour Scheme: A planned group of colours (e.g., Complementary, Monochromatic).</p> <p>Warm/Cool Colours.</p>				<p>collage using found objects,</p> <p>composition,</p> <p>cultural letterforms: drawing</p> <p>hieroglyphics, typography portrait</p> <p>exploring identity.</p>
	SKILLS	<p>Drawing and Mark-Making Skills</p> <p>Perspective Drawing: Accurately applying the rules of One-Point Perspective (specifically the "worm's eye view").</p> <p>Accurately</p>	<p>Paint Application: Developing control and proficiency in applying Paint.</p> <p>Colour Mixing: Mixing and applying a range of Tints (hue + white), Shades (hue + black), and Tones (hue + grey).</p> <p>Creating Monochromatic paintings (using a</p>	<p>Mixed Media and Composition Skills</p> <p>Collage and Assemblage: Developing techniques for selecting, cutting, and gluing materials to create Collage elements.</p> <p>Integrating collage with drawing and painting media.</p>	<p>Analysing artists & understanding social & political issues, drawing bubble, block & graffiti lettering, one point perspective drawing and creating 3D lettering, graffiti lettering, tramlines, colour blending using coloured</p>	<p>Creating personal icons/symbols, blending using coloured pencils, ombres, difference between a 'tag' and a 'piece' composition, proportion, risk taking in design, developing & refining work.</p>	<p>Developing & refining skills to produce a Final Piece. Cardboard relief techniques, 3D lettering techniques, painting & embellishment, teamwork skills.</p> <p>Analysis of artists, drawing & refining skills, typography</p>

		<p>applying the rules of Two-Point Perspective. Establishing the Horizon Line (Eye Level) and Vanishing Point(s). Creating the illusion of Depth and Proportion in architectural subjects. Tonal Drawing: Creating and controlling a range of tones (lightness/darkness) using pencil. Applying tone to create the illusion of three-dimensional form (e.g., shading a sphere). Using different Mark Making techniques for varied tonal effects. Refinement: Refining initial drawing work based on self-assessment and teacher feedback.</p>	<p>single hue with its tints, tones, and shades). Colour Schemes: Applying knowledge of various Colour Schemes (e.g., complementary, analogous, monochromatic). Contextual and Analytical Skills Artist Response: Responding to the work of a specific artist - Mary Lum - using their techniques or visual language. Creating an Artist Study Page that visually and textually analyses the artist's work.</p>	<p>Compositional Development: Creating multiple Composition ideas that deliberately combine different pieces of previous work (drawings, paintings, collages). Applying compositional rules like the Rule of Thirds and achieving Balance. Final Outcome Execution: Successfully executing a complex, multi-stage, Mixed Media artwork from a planned composition. Evaluation and Reflection: Critically assessing their own work against Success Criteria. Responding to formal Feedback (WWW/EBI) to Refine and improve artwork. Writing an evaluation/reflection on their final outcome and ideas</p>	<p>pencils – ombre, gradual blending.</p>		<p>and fonts, grid drawing skills, oil pastel mixing and blending & blocks of colour, collage skills using mixed media, combining word & image, reviewing & evaluating. Critically assessing their own work against Success Criteria. Responding to formal Feedback (WWW/EBI) to refine and improve artwork. Writing an evaluation/reflection on their final outcome and ideas</p>
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