

Art and Design

Curriculum Principles

By the end of their all-through education, a student of Art and Design at Dixons Trinity Chapeltown will:

- know the skills and attributes needed to be a practising artist and theorist. In completing their all-through education in the arts, students will be able to contribute as confident citizens and professionals to the cultural, creative, economic and emotional success of their society. Students will be able to actively engage in debate and discussion about art they observe from both contemporary and historical sources and refer to their own practice to contextualize their thoughts. Students will be exposed to a wide range of skills, techniques and processes in 2D and 3D materials in order to equip themselves with the knowledge needed to make informed choices about continuing their practice whether as a practitioner or academic in the arts at KS5 and beyond.
- understand how to read artwork and have developed visual literacy skills in order to meaningfully interpret the world around them. Students will understand how to work purposefully in a creative environment to produce work that shows technical competence in a wide range of media. Students will enjoy learning how to actively engage, take imaginative risks and experiment with materials and processes. In doing so, they will develop themselves personally and be able to learn about the world around them.

Our unifying ‘sentence’ is: “The Art and Design Department ensured that all students were challenged to visualise, create and explore the possibilities of their imagined worlds whilst developing knowledge of how art and design reflects and shapes our history and culture.”

In order to achieve a true understanding of art and design, topics have been intelligently sequenced based on the following rationale:

- the curriculum should engage, inspire and challenge students from all cultural and religious backgrounds.
- the curriculum’s underlying rationale is that students have to engage in art and cannot be passive in their interaction with learning. Students from EYFS through to KS4 should be able to participate in, experiment with, invent and create their own works of art. They will use sketchbooks and create portfolios of work to support their art, craft and design work – knowing the value of holistic learning and demonstrating the academy’s values and drivers will ensure students can personally express themselves.
- knowledge, skills and understanding within art and design will be built upon as students progress through the academy from EYFS and be relative to the key stage and age of students. In KS3, knowledge organisers and critical journals will support the development of art theory and key knowledge will be quizzed in the ‘Do Now’ and mini tests. Students will know how to apply the visual elements to their artwork in order to achieve successful outcomes, both in 2D and 3D forms.

The Art and Design curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills:

- the curriculum and provision of art and design will support disadvantaged students across both phases by ensuring wide ranges of artists are shown from diverse backgrounds and styles. Students will be provided with access to materials and resources to support their creative and personal development – both through lessons and in ‘Art Studio’.
- the art and design curriculum is inclusive of all students no matter their circumstances, social setting, cultural or religious beliefs, gender, sex or race.
- within art and design lessons, modelling and making with students and using such tools as the visualiser will support students in developing confidence. Critical journals at KS3 and reference material will be differentiated to support students in their development of knowledge and SEND students will be given the opportunity to study artists they can draw comparable to in terms of style or technique such as ‘outsider art’.
- students from our local community will be exposed to local artists and external places in which they can access art and design. The global drawing charity, ‘The Big Draw’, runs a festival every year and the art department at Dixons Trinity Chapeltown will host an annual event to take part. Community members, families and friends to the academy will be invited to take part in this event to celebrate our diversity, local engagement and drawing as a means to communicate and express ourselves as a culturally rich area of Leeds.

We fully believe art and design can contribute to the personal development of students at DTC:

- art lessons from EYFS through to KS4 will give students the opportunity to record their own ideas and experiences and express their opinions – both as an individual and as a group through methods such as ‘Turn and Talk’ and ‘Show Call’. Studying art in lesson, and as an extra-curricular activity, will give a voice to all students enabling them to reflect on their beliefs, values and experiences as young human beings and use their imagination and creativity to develop curiosity about their personal journey.
- studying Art and Design will offer students the opportunity to debate and discuss artwork and the themes within both contemporary and historical pieces. Secondary phase students will be exposed to political art and controversial pieces where artists have challenged our perceptions of right and wrong. Students will understand the purpose of debate and opinion and show this through respecting



one another's views. Art and design can be used as a vehicle for debate and can often have a lasting effect on society as a whole – students will be encouraged to take part in this with an understanding of what is right and wrong in our morals and values.

- once immersed in art and design, students will develop a variety of methods of working: developing spiritually in studying art will enable students to use creative processes in order to be expressive and proficient in their explorations of materials and processes. Students will be encouraged to use alternative creative processes to engage and motivate themselves and avoid being defined by a creative process orthodoxy. Autonomy will drive students in realisation of ideas and thoughts about the topic of a scheme or their own personal outcomes in sessions such as Co-Curricular or Art Studio.
- In primary and secondary phases, art and design education at Dixons Trinity Chapeltown will always support students in acquiring knowledge and understanding of the world of art, craft and design. Students will learn about, research and explore relevant and significant artists, craftspeople and designers from diverse genres, periods, cultures and include both male and female practitioners.
- topics have been designed to promote the personal development of students; examples include: 'Portraits' in Year 4 and 'Plastic Sculptures' in Year 6, 'Food Glorious Food', delivered in Y7, which looks at issues surrounding healthy eating and obesity; 'Birds and Insects', delivered in Y8, covers issues surrounding gender and identity developing awareness of the LGBT community and making art in response to exploring their personalities; Portraiture, food and the environment are themes in KS4 that will encourage students to communicate their own ideas and thoughts about these topics.

At KS2, KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Art and Design students will have the opportunity to take part in workshops run by students from Leeds Arts University. Workshops will run both in house and at the university and provide students with the opportunity to take part in sessions such as animation and photography.
- students will be given the opportunity to visit the Leeds Arts University undergraduate show on an annual basis, exposing them to the degrees on offer in the arts.
- expeditions to regional galleries will include Yorkshire Sculpture Park, The Hepworth Gallery and Leeds Art Gallery.
- over time, in building academy participation in the global festival, 'The Big Draw', students will plan and deliver workshops for the local community to take part in.

A true love of art and design involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- GCSE portfolios are marked holistically and require students to evidence their knowledge of artists, experiment with materials and processes and observe and record skills and outcomes on a theme. BTEC portfolios will enable students to respond to design briefs and themes relevant to industry. At KS2 and KS3, students will sample and be taught to develop their creativity and ideas and increase proficiency in their execution of a broad range of techniques and processes - they will build confidence in risk taking and safely failing across 2D and 3D methods of making before they embark on mastering technical skills in more depth at KS4.
- Co-curricular will offer sessions in ceramics, 3D and mixed media projects. A house art competition will run in Cycle 2 with representatives from each house creating pieces to a given theme representing our academy's core values and drivers. This will be run by our student Arts Council.
- an annual summer festival will take place showcasing work from across all year groups where by students are encouraged to curate and promote the exhibition of students' work.



Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	Know and remember	Observe facial features and draw them to create a self portrait	Identify the colour names and mix paints to make new colours	Use a variety of materials, tools and techniques; experiment with colour, design, texture form and function
	Do	Enabling Environments: colour mixing; joining things together and combining materials; explore concepts and ideas through representations; imaginative, active experiences		
YEAR 1		'The Dot'	First Artists	Mini Sculpture Park
	Art History - know and remember	Expressionism – Paul Klee 'The Dot' by Peter H. Reynolds	Cave Painting – Stone Age 'Cave of Hands' – Santa Cruz, Argentina	British sculpture - Barbara Hepworth Yorkshire Sculpture Park
	Concepts	Tone, line and shape	Colour, texture, pattern and line	Form, space, scale, texture
	Methods and techniques	Drawing, painting and mark making	Exploring print and colour mixing with home-made tools	Building, constructing, modelling and photography
	Media	Pencil, paint, and pen	Charcoal, powder and ready mix paint, printing tools and materials	Recycled and found materials (playdoh, cardboard and stones)
	Art Practice - outcomes	2D: abstract mark making drawings and paintings	2D: printed hands, finger marks and tracings, group 'cave paintings'	3D: mini abstract sculptures installed in local environment / landscape
	NCA aims	1SCa, 1SCc	1SCc, 1SCd	1SCb, 1SCa
	Vertical and horizontal interleaving	EYFS: Core skills – Cycle 1 EYFS: Core skills – Cycle 3	EYFS: Core skills – Cycle 2	EYFS: Core skills – Cycle 2 EYFS: Core skills – Cycle 3
YEAR 2		Moulding Me	Shapes and Colours	Under the Sea
	Art History - know and remember	British sculpture – Henry Moore Margaret Morrison (subject matter – toys)	Abstract Expressionism – Jackson Pollock De Stijl – Piet Mondrian	Katsushi Ka Hokusai 'The Great Wave' by Massenot and Pilorget
	Concepts	Form, space, scale, colour	Line, shape, colour, mark making, pattern	Texture, surface, pattern, landscape
	Methods and techniques	Modelling, building, construction, observation, recording	Collage, dripping, spilling, mark making, 'action painting'	Collage, painting, relief printing
	Media	Pencil, Duplo, Lego, Playdoh, Stickle bricks, Octons	Coloured papers, ready-mix paint, charcoal	Found papers, printing ink, watercolour paints, pen
	Art Practice - outcomes	3D: collection of small sculptures of self and 'life drawings' of one another	2D: abstract action painting and abstract geometric collage	2D: prints inspired by patterns seen in nature and observed from fish
	NCA aims	1SCa, 1SCc	1SCa, 1SCb, 1SCd	1SCc, 1SCd
Vertical and horizontal interleaving	EYFS: Core skills – Cycle 1 EYFS: Core skills – Cycle 3 Y1: Mini Sculpture Park – Cycle 3	EYFS: Core skills – Cycle 2 Y1: 'The Dot' – Cycle 1 Y1: First Artists – Cycle 2	EYFS: Core skills – Cycle 3 Y1: 'The Dot' – Cycle 1 Y2: Shapes and Colours – Cycle 2	
YEAR 3		'Matisse's Garden'	Pop Art Food	Sculpture
	Art History - know and remember	Fauvism – Henri Matisse 'Matisse's Garden' by Samantha Friedman	Pop Art – Andy Warhol	Surrealism – Alberto Giacometti
	Concepts	Colour, shape, composition, rhythm	Colour, shape, pattern, composition	Form, space, scale, colour
	Methods and techniques	Cutting, collage, observation	Paint, print, collage	Building, constructing, moulding, carving
	Media	Coloured papers, painted papers and found papers	Ready mix paint, pen, printing media, coloured papers	Wire, playdoh, clay, found materials
	Art Practice - outcomes	2D: cut out collage of observed natural form	2D: collection of Pop Art style outcomes – portrait and food item	3D: elongated sculptures of self
	NCA aims	2SCa, 2SCb, 2SCc	2SCb, 2SCc	2SCc
Vertical and horizontal interleaving	Y2: Shapes and Colours – Cycle 2 Y2: Under the Sea – Cycle 3	Y1: 'The Dot' – Cycle 1 Y2: Shapes and Colours – Cycle 2 Y3: 'Matisse's Garden' – Cycle 1	Y1: Mini Sculpture Park – Cycle 3 Y2: Moulding Me – Cycle 1	
YEAR 4		Cityscapes	Natural forms - Sunflowers	Portraits
	Art History - know and remember	Social Realism – Jacob Lawrence – <i>'This is Harlem'</i> , 1943 Architects drawings	Post-Impressionism – Vincent van Gogh	Surrealism – Frida Kahlo Modern art – Oscar Joyo



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 4	Concepts	Composition, shape, colour, mark making	Mark making, light, tone, observation, texture	Line, observation, colour, composition
	Methods and techniques	Drawing and mark making with found materials, painting	Drawing, ceramics and painting	Drawing, painting, photography, collage
	Media	Ink, card, paint, found surfaces	Pastels, clay and ready-mix paints	Pencils, pens, paints, found images
	Art Practice - outcomes	2D: cut out collage of observed natural form	2D: large observational study of sunflowers 3D: Sunflower tile	2D: Surrealist self-portrait
	NCA aims	2SCa, 2SCb, 2SCc	2SCb, 2SCc	2SCa, 2SCc
	Vertical and horizontal interleaving	Y1: Mini Sculpture Park – Cycle 3 Y2: Under the Sea – Cycle 3 Y3: ‘Matisse’s Garden’ – Cycle 1	Y1: ‘The Dot’ – Cycle 1 Y2: Shapes and Colour – Cycle 2 Y3: ‘Matisse’s Garden’ – Cycle 1	Y1: First Artists – Cycle 2 Y2: Moulding Me – Cycle 1 Y3: Sculpture – Cycle 3
	Outlines	Our Playground	Ancient Egyptian Art	
YEAR 5	Art History - know and remember	Street and Graffiti art – Keith Haring ‘Keith Haring, The Boy Who Just Kept Drawing’ by Haring and Neubecker	British PopArt – Sir Peter Blake – ‘Games We Used to Play, Things We Used to Do.’ Steve McQueen – ‘Year 3’	Tutankhamun’s Tomb Saatchi Gallery exhibition – ‘Tutankhamun’
	Concepts	Line, colour, shape, pattern, observation	Colour, texture, composition, landscape	Space, composition, colour, form
	Methods and techniques	Observation, large scale drawing, collage	Drawing, painting, photography	Collage, painting, constructing, modelling
	Media	Pencil, felt tips and markers	Pencils, pens, ink, watercolour paints	Drawing media, paint, found materials
	Art Practice - outcomes	2D: monochromatic full-size outline drawings of students	2D: group painting – our own playground scene	2D: pharaoh self-portrait 3D: Canopic jar
	NCA aims	2SCa, 2SCb	2SCb, 2SCc	2SCc
Vertical and horizontal interleaving	First Artists – Cycle 2 Y2: Shapes and Colours – Cycle 2 Y4: Portraits – Cycle 3	Shapes and Colours – Cycle 2 Y4: Cityscapes – Cycle 1 Y4: Portraits – Cycle 3	Y2: Shapes and Colours – Cycle 2 Y3: Sculpture – Cycle 3 Y4: Portraits – Cycle 3	
	All About Me	Expressionism	Evolution and Inheritance	
YEAR 6	Art History - know and remember	Dada – Hannah Höch (style) Surrealism – Eileen Agar – ‘Angel of Anarchy’	Expressionism – Käthe Kollwitz	Science imagery and resources (independent project)
	Concepts	Shape, composition, form, colour, texture	Mark making, shape, texture, surface	Colour, texture, surface, mark making
	Methods and techniques	Collage, drawing, modelling, construction	Print, collage, drawing	Drawing, painting, mixed media
	Media	Drawing media, found papers, clay	Printing ink, newspaper imagery, drawing inks	Paint, pastels, found materials
	Art Practice - outcomes	2D: collaged self-portrait 3D: decorated clay model of self	2D: print representing current news headlines	2D: outcome inspired by student’s research into evolution
	NCA aims	2SCb, 2SCc	2SCa, 2SCb, 2SCc	2SCb
Vertical and horizontal interleaving	Y2: Moulding Me – Cycle 1 Y3: Sculpture – Cycle 3 Y4: Portraits – Cycle 3	Y1: ‘The Dot’ – Cycle 1 Y2: Shapes and Colours – Cycle 2 Y5: Outlines – Cycle 1	First Artists – Cycle 2 Moulding Me – Cycle 1 Y4: Portraits – Cycle 3	
	Building Blocks (core skills)	Natural Forms	Food Glorious Food	
YEAR 7	Art History - know and remember	Pablo Picasso – ‘Black Jug and Skull’ Giorgio Morandi Margaret Morrison	Islamic Art William Morris Orla Kiely	Post-Impressionism - Paul Cezanne Fauvism - Henri Matisse Pop Art - Wayne Thiebaud Dutch Golden Age - Rachel Ruysch
	Concepts	Form, line, tone, colour theory	Pattern, shape, texture, composition, symmetry, tessellation	Colour theory, composition, perspective, form
	Methods and techniques	Direct observation, mark making, colour mixing, composition	Viewfinder, mark making, carving, constructing	Direct observation, collage, enlarging
	Media	Pencil range, pen, block paints, colouring pencils	Watercolour paints, clay, printing media	Block paints, oil pastel, mixed paper textures
Art Practice - outcomes	2D: still life drawing (3 man-made objects) still life painting (3 - 4 cylindrical objects, i.e. bottle, vase) close-up study (marble – mixing colours)	2D: polyblock print – repeat pattern 3D: natural forms clay tile	2D: oil pastel still life drawing (fruit/veg) Still life pencil drawing (cake/doughnut) Collage (student choice of food)	



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 7	NCA aims	3SCa, 3SCb, 3SCe(1)	3SCa, 3SCb, 3SCd	3SCb, 3SCc, 3SCe(3)
	Vertical and horizontal interleaving	Y2: Moulding Me (artist ref.) – Cycle 1 Y3: Pop Art Food – Cycle 2 Y4: Natural Forms – Sunflowers	Y2: Shapes and Colours – Cycle 2 Y3: 'Matisse's Garden' – Cycle 1 Y4: Natural Forms – Sunflowers – Cycle 2	Y3: 'Matisse's Garden' – Cycle 1 Y3: Pop Art Food – Cycle 2 Y7: Building Blocks (core skills) – Cycle 1
YEAR 8		Portraiture	Birds and Insects	Urban Landscape
	Art History - know and remember	Italian Renaissance - Leonardo da Vinci Surrealism - Frida Kahlo Expressionism – Edvard Munch	Unit One - Henry Moore Patrick Murphy - <i>'Belonging'</i> Kelly Stanford	Russian Futurism Deanna Fainelli David Hephner Barbara Rae
	Concepts	Tone, texture, proportion, scale, composition	Form, colour theory, pattern, scale	Perspective, depth, texture, pattern
	Methods and techniques	Direct observation, grid method, painting	Drawing, batik, carving, sculpting	Drawing, painting, mono-printing
	Media	Pencil range, pen, paints	Pencil range, drawing inks, clay, decorative paints, coloured pencils	Printing inks, pen, block paints, found papers and tools
	Art Practice - outcomes	2D: grid method self portrait Self-portrait painting	2D: coloured pencil illustration (insect) Batik sample (pattern) 3D: abstract bird form (clay)	2D: monoprint of local landmark Mixed media local landscape
	NCA aims	3SCb, 3SCc, 3SCd, 3SCe(1)	3SCa, 3SCc, 3SCd	3SCb, 3SCc, 3SCe(4)
	Vertical and horizontal interleaving	Y2: Moulding Me – Cycle 1 Y4: Portraits – Cycle 3 Y6: All About Me – Cycle 1	Y2: Moulding Me – Cycle 1 Y4: Portraits – Cycle 3 Y6: All About Me – Cycle 1	Y2: Under the Sea – Cycle 3 Y4: Cityscapes – Cycle 1 Y5: Our Playground – Cycle 2
YEAR 9 CORE		Landscapes	Form	Identity
	Art History - know and remember	Caspar David Friedrich – <i>'Wanderer above a Sea of Fog'</i> Ai Weiwei – <i>'Sunflower Seeds'</i> Amy Bennett – 3D landscapes	Grayson Perry - ceramics 'Head of a King' (African art) Louise Bourgeois	Johannes Vermeer – <i>'The Milkmaid'</i> (Home life) Lubaina Himid Impressionism - Mary Cassatt
	Concepts	Line, perspective, space, colour, form, texture	Form, light, shadow, composition, narrative	Tone, texture, colour, composition, proportion
	Methods and techniques	Drawing, painting, photography	Mould, build, construct, model, sculpt, form	Painting, mark making, photography
	Media	Drawing media, acrylic paints, digital media	Clay, wire, decorative materials	Acrylic paints and variety of tools
	Art Practice - outcomes	2D: student own response to the theme of landscape	3D: student own response to the theme of form	2D: student own response to the theme of identity
	NCA aims	3SCa, 3SCd, 3SCe1	3SCb, 3SCd	3SCe, 3SCd, 3SCa
	Vertical and horizontal interleaving	Y2: Under the Sea – Cycle 3 Y4: Cityscapes – Cycle 1 Y5: Our Playground – Cycle 2 Y8: Urban Landscape – Cycle 3	Y3: Sculpture – Cycle 3 Y5: Ancient Egyptian Art – Cycle 3 Y7: Building Blocks (core skills) – Cycle 1 Y8: Birds and Insects – Cycle 2	Y2: Moulding Me – Cycle 1 Y4: Portraits – Cycle 3 Y6: All About Me – Cycle 1 Y8: Portraiture – Cycle 1
YEAR 9 GCSE		Component 1: Portfolio (introductory project – further work) FOOD – consolidation of KS3 observational skills; direct observation still life – composition / scale / enlargement / colour theory	Component 1: Portfolio (introductory project – further work) FOOD – issue based; exploring student-led ideas – obesity, packaging wastage, microscopic, decay, food banks, poverty etc.	Component 1: Portfolio (sustained project) NATURAL FORMS – developing Fine Art practice in 2D and 3D observations of natural forms; recap on colour theory
	AO1	Post Impressionism – Paul Cezanne Dutch Golden Age – Rachel Ruysch	Modern Art - Sarah Graham Pop Art – Andy Warhol Student-led research into topical issues – obesity, package wasting, poverty etc.	Karl Blossfeldt Georgia O'Keefe Angie Lewin
	AO2	Drawing and painting techniques and processes Pencil range, ink, acrylic paints	Drawing, digital media, painting and printing media Print, collage, colour mixing	Drawing and painting techniques, ceramic pods Drawing media, acrylic, printing



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 9 GCSE	A03	Direct observation of foods – still life / collections / photographing	Observation and photographic recording of selected theme	Ink and pencil observations of natural forms including leaves, shells and skulls
	A04	2D: small canvas painting (Introduction to sketchbook composition)	2D: student-led outcome in selected materials based on their chosen theme within 'food'	2D: textured drawings, paintings and mixed media outcomes from observations of natural forms
	NCA aims	3SCa, 3SCb, 3SCc, 3SCd, 3SCe(1)	3SCa, 3SCc, 3SCd	3SCb, 3SCc, 3SCd, 3SCe(2)
	Vertical and horizontal interleaving	Y3: Pop Art Food – Cycle 2 Y7: Building Blocks (core skills) – Cycle 1 Y7: Food Glorious Food – Cycle 3 Y8: Birds and Insects (issues) – Cycle 2		Y4: Natural Forms – Sunflowers – Cycle 2 Y6: Evolution and Inheritance – Cycle 3 Y7: Natural Forms – Cycle 2 Y8: Birds and Insects – Cycle 2
YEAR 9 BTEC		Generating Ideas in Art and Design: Food (preparation for course)	Leeds Kirkgate Market (Component 1 and 2)	
	Art History - know and remember	Post Impressionism – Paul Cezanne Modern Art - Sarah Graham Pop Art – Andy Warhol	Naïve Art - L.S. Lowry Modernism - Mary Fedden (Still Life) British Figurative Art – Leon Kossoff	Rob and Roberta Smith Guerrilla Girls Pop Art – Wayne Thiebaud
	Concepts	Tone, colour, line, form, shape, texture	Techniques and processes: Drawing, painting, mixed media, print, 3D	Techniques: printing, graphics, collage and composition
	Methods and techniques	Drawing, painting and printmaking	Observation, painting and drawing Print, graphics, collage, composition	
	Media	Pencils, inks, acrylic paint, printing inks	Pencils, printing inks, acrylic paint, digital media, collage materials	
	Art Practice - outcomes	2D: collection of direct observation of foods – still life / collections / photographing	2D: collection of work showing designs and mixed media outcomes to promote a market stall of student's choice	
	NCA aims	3SCa, 3SCb, 3SCc, 3SCd, 3SCe(1)	3SCa, 3SCc, 3SCd	3SCb, 3SCc, 3SCd, 3SCe(2)
Vertical and horizontal interleaving	Y2: Shapes and Colours – Cycle 2 Y3: Pop Art Food – Cycle 2 Y4: Natural Forms – Sunflowers – Cycle 2 Y7: Food Glorious Food – Cycle 3	Y3: Pop Art Food – Cycle 2 Y4: Cityscapes – Cycle 1 Y7: Food Glorious Food – Cycle 3 Y8: Urban Landscape – Cycle 3		
YEAR 10 GCSE		Component 1: Portfolio (sustained project) NATURAL FORMS – DECAY – developing art practice in 3D and mixed media observations of natural forms with a focus on changes of state	Component 1: Portfolio (sustained project) PORTRAITURE – introduction to portraiture with a focus on painting and sculpture	Component 1: Portfolio (sustained project) PORTRAITURE – continuation of project with expected commitment to refining 2D or 3D techniques in preparation for exam
	A01	Grayson Perry - ceramics Keith Arnatt – 'Pictures from a Rubbish Tip' Kathleen Ryan – Mouldy Fruit	Jenny Saville (painting) Maggi Hambling – charcoal drawings Tim Okamura (painting) Jonathan Yeo (painting)	Cindy Sherman (photography) Shadi Ghadirian (photography) Marc Quinn (sculpture) Antony Gormley – 'Field'
	A02	Wire drawing – seed pods Experiments in preservation using ice, wax and milk, experiments with clay	Drawing and painting experimental work with composition, texture and narrative	Modelling, constructing, carving, photography, collage – working in clay and plaster
	A03	Drawing and photography techniques, microscopic studies of natural forms	Drawing media and acrylic paints	Drawing and photography observation work
	A04	3D: ceramic vessel in response to the theme of natural forms	2D: portrait / figurative outcome on canvas	2D: portraiture / figurative photography 3D: sculptures in clay and plaster
	Vertical and horizontal interleaving	Y5: Outlines – Cycle 1 Y6: Expressionism – Cycle 2 Y7: Natural Forms – Cycle 2 Y8 Urban Landscape – Cycle 3	Y6: All About Me – Cycle 1 Y7: Building Blocks (core skills) – Cycle 1 Y8: Portraiture – Cycle 1 Y9: Food – Cycle 1 and 2	
YEAR 10 BTEC		Mental Health in Art (Component 1 and 2)		Externally set assignment (Component 3)
	Art History - know and remember	Art Brut and Outsider Art Student-led research into Leeds Minds – Inkwell Arts	Catherine Yass – 'Corridors' Gillian Wearing – 'Signs that Say What You Want Them To Say and Not Signs that Say What Someone Else Wants You To Say'	Task is set and marked externally (completed under supervised conditions). Supervised assessment is a maximum of twenty hours. Maximum of 60 marks is given.



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 10 BTEC	Concepts	Texture, form, shape, colour, pattern, line	Composition, light, space, mood	Various
	Methods and techniques	Ink and pencil observations of natural forms including leaves, shells and skulls	Observation of the local area and research into objects related to Chapeltown.	Various
	Media	Acrylic paints, found materials, drawing media	Digital media, drawing media, acrylic paints	Various
	Art Practice - outcomes	2D: collection of photographs and experimental outcomes 3D: response to the theme of Mental Health		Students will produce art and design work responding to a theme
	Vertical and horizontal interleaving	Y6: Expressionism – Cycle 2 Y7: Building Blocks – Cycle 1 Y8: Birds and Insects - Cycle 2 Y9: Leeds Kirkgate Market (Component 1 and 2) – Cycle 2 and 3		<i>(Dependent on exam theme chosen)</i>
YEAR 11 GCSE		Component 1: Portfolio (sustained project) Portraiture – MOCK EXAM – internally set assignment	Component 2: Externally set assignment	
	AO1	Students' choice of portraiture artist – 2D or 3D focus	<ul style="list-style-type: none"> Externally set assignment with seven starting points. Students select one only within Art, craft and design component Preparatory period from 2 January Supervised exam – 10 hours 	
	AO2	Experiments relevant to AO1 – must show consolidation of skills and refinement in execution of experiments		
	AO3	Skilful and confident observations through drawing and photography		
	AO4	2D or 3D outcome – student choice		
YEAR 11 BTEC	Art History - know and remember	Component 3: Responding to a Client Brief (Externally set task) <ul style="list-style-type: none"> Externally assessed work in which students have responded to a specific brief for an intended audience. Supervised assessment time – 20 hours 		
	Concepts			
	Methods and techniques			
	Media			
	Art Practice - outcomes			

*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



Year 1 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1				EUREKA WORKSHOP		Assessment	Assessment	Term 2	Data/Planning day 12/13		DAVE ROOTS VISIT	
	Induction	Baseline The Dot Read 'The Dot' – mark make on paper with pencil	Baseline The Dot Play with paint – make marks with a brush	The Dot Use different sized brushes to make dots	The Dot Experiment with colour – mixing different colours together	The Dot Explore what negative space is – work on larger paper to make dots	The Dot Sketchbooks – put work into a home-made sketchbook	The Dot Recap on colour – play more with colour and paint – focus on mixing	Reinduction The Dot Artist analysis – Paul Klee – use knowledge organiser	Data and planning day The Dot Artist analysis – make a study of Paul Klee's work – look at lines and shapes	The Dot Continue to make painting of Paul Klee's work	The Dot Stick work into sketchbook and label	The Dot Talk and show work – reread 'The Dot' and reflect on themes
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
		KS1 Pantomime	Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
	First Artists What is Cave Painting? Draw round hands – group piece	First Artists Stick images in sketchbook and experiment with sponges to create texture	Reinduction First Artists Explore 'Cave of Hands' – Santa Cruz, Argentina	First Artists Experiment with powder paint – marks in sketchbook	First Artists Use colours made in Stone Age – first artists – create colour palette	First Artists Continue to experiment with colour	First Artists Make own colours for cave paintings – play with mixing	First Artists Print hand in sketchbook using 'stone age tones'	Reinduction First Artists Continue experimenting with print	First Artists Group painting – printed hands	First Artists Group painting – printed hands	First Artists Group painting – printed hands	First Artists Stick photos in sketchbook of art work and label
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
	Mini Sculpture Park What is sculpture?	Reinduction Mini Sculpture Park Make a model using bricks	Mini Sculpture Park Artist analysis – Barbara Hepworth	Mini Sculpture Park Draw a picture of Barbara Hepworth sculpture	Mini Sculpture Park Use found papers to create image of sculpture shape	Mini Sculpture Park Visit to Yorkshire Sculpture Park	Mini Sculpture Park Use playdoh, cardboard and found objects to make sculpture	Reinduction Mini Sculpture Park Continue to make sculpture	Mini Sculpture Park Put sculpture in outside area and draw in surroundings	Mini Sculpture Park Stick photograph of sculpture in sketchbook and label	Mini Sculpture Park Cut second photograph out and stick on YSP landscape	Mini Sculpture Park Write about and show final sculpture	End of Year Celebration



Year 2 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1				EUREKA WORKSHOP		Assessment	Assessment	Term 2	Data/Planning day 12/13		DAVE ROOTS VISIT	
	Induction	Baseline Moulding Me What are sculptures?	Baseline Moulding Me 'Life' drawing – drawing from one another	Moulding Me Cutting out – draw around and cut out body shapes	Moulding Me Make body models with plasticine / playdoh	Moulding Me Make body models with plasticine / playdoh - refine	Moulding Me Antony Gormley study – drawing of his artwork	Moulding Me Drawing of class made models (playdoh)	Reinduction Moulding Me Continue drawing – add colour to drawings	Data and planning day Moulding Me Make body sculptures using building bricks	Moulding Me Make body sculptures using Octons / equivalent	Moulding Me Drawing of body wrapped up	Moulding Me Autonomy – make sculpture of body in any materials
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
		KS1 Pantomime	Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
	Shapes and Colours What is mark making?	Shapes and Colours Artist analysis – Jackson Pollock	Reinduction Shapes and Colours Mark making - paint	Shapes and Colours Mark making standing up / at a distance - paint	Shapes and Colours Building up painting – mark making with different tools	Shapes and Colours Artist analysis – Piet Mondrian	Shapes and Colours Colour and shape - collage	Shapes and Colours Using lines and shapes – lines with tape	Reinduction Shapes and Colours Abstract painting – individual design	Shapes and Colours Develop abstract painting	Shapes and Colours Working with different tools	Shapes and Colours Combining rigid shapes and abstract marks	Shapes and Colours Stick photos in sketchbook of art work and label
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
	Under the Sea Read 'The Great Wave' by Massenet and Pilgoret	Reinduction Under the Sea Make a picture of the seaside	Under the Sea Artist analysis – Katsushi Ka Hokusai	Under the Sea Drawing of 'The Great Wave' using pastels	Under the Sea Exploring fish – study of fish scales	Under the Sea Pen drawing from photo of fish scales	Under the Sea Scratching fish pattern marks into polyblock	Reinduction Under the Sea Printing polyblock	Under the Sea Printing polyblock – larder up colour	Under the Sea Printing polyblock – refining design	Under the Sea Sketchbook – writing up work - labels	Under the Sea Relief print of the 'Great Wave'	End of Year Celebration



Year 3 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1				EUREKA WORKSHOP		Assessment	Assessment	Term 2	Data/Planning day 12/13		DAVE ROOTS VISIT	
	Induction	Baseline Matisse's Garden What are shapes? - Identify	Baseline Matisse's Garden Organise warm and cool colours	Matisse's Garden Continue to sort colours with paint marks	Matisse's Garden Still life (Matisse) - drawing of still life	Matisse's Garden Add paint to still life in warm or cool colours	Matisse's Garden Artist Analysis – Henri Matisse	Matisse's Garden Use drawing of still life as reference – cut out shapes of objects	Reinduction Matisse's Garden Continue to cut out shapes of objects	Data and planning day Matisse's Garden Arrange cut out shapes to create still life	Matisse's Garden Continue to develop paper cut out work	Matisse's Garden Add off cuts and shapes to collage	Matisse's Garden Stick photo of collage and label in sketchbook
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
		KS1 Pantomime	Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
	Pop Art Food Artist analysis – Andy Warhol	Pop Art Food Draw picture of Soup Can	Reinduction Pop Art Food Sketchbook – what is Pop Art?	Pop Art Food Still life drawing of Food set up (A4)	Pop Art Food Draw still life picture from last week onto A2 paper	Pop Art Food Paint still life in block colours	Pop Art Food Continue painting	Pop Art Food Continue painting – refine shapes of objects	Reinduction Pop Art Food Continue painting – add details of objects	Pop Art Food Draw text on polyblock (backwards)	Pop Art Food Print text designs on painting	Pop Art Food Continue to develop prints	Pop Art Food Stick photos in sketchbook of art work and label
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
	Sculpture Artist Analysis – Alberto Giacometti	Reinduction Sculpture Draw one another – life modelling	Sculpture Turn drawing into a single central line	Sculpture Trace line with string	Sculpture 3D – use wire to trace string line	Sculpture Build up wire with wrapping – attache arms	Sculpture Build ball of wire into head	Reinduction Sculpture Refine structure of figure	Sculpture Continue to build structure of figure	Sculpture Add playdoh / blu tack to base of model - strengthen	Sculpture Draw collection of models together	Sculpture Photographs and labels in book of work	End of Year Celebration



Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Continuity - Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	Baseline Drawing Skills Tones - practice	Baseline Drawing Skills Mark making - practice	Drawing Skills Hand drawing	Drawing Skills Egg and still life drawing	Drawing Skills Patterns and doodles – Jon Burgerman	Drawing Skills Revolving still life drawing	Drawing Skills Xerography – developing collage drawings	Drawing Skills Colour experiment with theory	Reinduction Colour Theory Artist Analysis – Margaret Morrison	Colour Theory Sketched study of marbles	Colour Theory Marbles painting	Colour Theory Marbles painting
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Natural Forms Explore visual meaning of pattern	Natural Forms Artist analysis - compare: William Morris / Ernst Hackel	Natural Forms Close up study – natural forms - flowers	Natural Forms Polyblock pattern preparation	Natural Forms Print polyblock – repeat pattern	Natural Forms Print polyblock – repeat pattern	Natural Forms Refine and complete – print showing repeat pattern	Natural Forms Analysis – Islamic Art	Reinduction Natural Forms Design for ceramic tile	Natural Forms Make ceramic tile - build	Natural Forms Make ceramic tile - build	Natural Forms Make ceramic tile - refine	Natural Forms Record and evaluate ceramic work
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoF Expedition		Data Day 15/07
	Natural Forms Decoration of tile using Islamic Art colour scheme	Reinduction Food Glorious Food What is still life?	Food Glorious Food Artist analysis – compare: Cezanne / Ruysch	Food Glorious Food Experiment – oil pastel (colour theory recap)	Food Glorious Food Oil pastel still life drawing (fruit / veg from life)	Food Glorious Food Artist analysis – Wayne Thiebaud – Pop Art	Food Glorious Food Pencil drawing – cupcake / doughnut	Reinduction Food Glorious Food Pencil drawing continued	Food Glorious Food Artist analysis – Henri Matisse	Food Glorious Food Paper cut out of still life from previous work (colour theory)	Food Glorious Food Continue paper cut out collage	Food Glorious Food Refine and complete cut out collage	End of Year Celebration

Year 8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Continuity - Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	Baseline Drawing Skills Tones - practice	Baseline Drawing Skills Mark making - practice	Drawing Skills Hand drawing	Drawing Skills Egg and still life drawing	Drawing Skills Patterns and doodles - Jon Burgerman	Drawing Skills Revolving still life drawing	Drawing Skills Xerography - developing collage of drawings	Reinduction Colour Theory Colour experiment with theory	Colour Theory Artist Analysis - Margaret Morrison	Colour Theory Sketched study of marbles	Colour Theory Marbles painting	Colour Theory Marbles painting
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Birds and Insects Artist Analysis - Kelly Stanford - insects	Birds and Insects Drawn studies of insects - pen	Birds and Insects Artist Analysis - Patrick Murphy - 'Belonging'	Birds and Insects Ink study - tropical birds	Birds and Insects Batik experiments - inks	Birds and Insects Batik experiments - feather studies	Birds and Insects Street Art birds (owls)	Birds and Insects Analysis - Henry Moore (Unit One)	Reinduction Birds and Insects Brainstorm forms and ideas for bird sculpture	Birds and Insects Abstract ceramic bird (inspired by Moore) - building base of.	Birds and Insects Develop ceramic bird - building up textures	Birds and Insects Develop ceramic bird - details and markings	Birds and Insects Record and evaluate ceramic work
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoE Expedition		Data Day 15/07
	Birds and Insects Decoration of bird to represent own personality	Reinduction Urban Landscape What is landscape? Perspective?	Urban Landscape Art movement analysis - Russian Futurism	Urban Landscape Ink drawings - bike parts / found metal objects	Urban Landscape Artist analysis - John Piper	Urban Landscape Monoprint - local landmark	Urban Landscape Monoprint - local landmark	Reinduction Urban Landscape Artist analysis - Barbara Rae	Urban Landscape Mapping and planning - local landscape	Urban Landscape Final outcome - Print and ink work - local landmark / area	Urban Landscape Final outcome - Print and ink work - local landmark / area	Urban Landscape Final outcome - Print and ink work - local landmark / area	End of Year Celebration



Year 9 BTEC Art and Design

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Continuity - Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	Baseline Drawing Skills Tones - practice	Baseline Drawing Skills Mark making - practice	Drawing Skills Still life study – Covid-19 inspired	Practice Brief – Posters for Chapeltown Brainstorming	Practice Brief – Posters for Chapeltown Still life drawing - timed	Practice Brief – Posters for Chapeltown Artist Analysis – Jon Burgerman	Practice Brief – Posters for Chapeltown Still life study in doodle / Burgerman style	Reinduction Practice Brief – Posters for Chapeltown In Good Company Leeds – interview	Practice Brief – Posters for Chapeltown Artist Analysis – compare – Haring / Warhol	Practice Brief – Posters for Chapeltown Print experiments – Covid-19 imagery	Practice Brief – Posters for Chapeltown Compose poster ideas - develop	Practice Brief – Posters for Chapeltown Refine and complete posters
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	BTEC: Leeds Kirkgate Market Food - Introduction of BTEC brief and course	BTEC: Leeds Kirkgate Market Food - Presentation and recording about LKM.	BTEC: Leeds Kirkgate Market Food - Visit and photography to LKM.	BTEC: Leeds Kirkgate Market Food - Introduction of how to present a portfolio.	BTEC: Leeds Kirkgate Market Drawing and sketching – perspective studies of LKM.	BTEC: Leeds Kirkgate Market Artist research – collection / ramble page	BTEC: Leeds Kirkgate Market Artist research – focus on selected one to inform practice	BTEC: Leeds Kirkgate Market Artist Analysis – Mary Fedden – still life	Reinduction BTEC: Leeds Kirkgate Market Artist Analysis – L.S.Lowry (Naïve Art)	BTEC: Leeds Kirkgate Market Artist Analysis – Leon Kossoff	BTEC: Leeds Kirkgate Market Material exploration in chosen artist style	BTEC: Leeds Kirkgate Market Material exploration in chosen artist style	BTEC: Leeds Kirkgate Market Material exploration in chosen artist style
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoE Expedition		Data Day 15/07
	BTEC: Leeds Kirkgate Market Artist Analysis – Rob and Roberta Smith	Reinduction BTEC: Leeds Kirkgate Market Artist Analysis – Guerrilla Girls	BTEC: Leeds Kirkgate Market Artist Analysis – Pop Art – Wayne Thiebaud	BTEC: Leeds Kirkgate Market Material exploration in paint	BTEC: Leeds Kirkgate Market Material exploration in print	BTEC: Leeds Kirkgate Market Material exploration in collage	BTEC: Leeds Kirkgate Market Refine ideas for piece for LKM	Reinduction BTEC: Leeds Kirkgate Market Primary imagery - food	BTEC: Leeds Kirkgate Market Material experiments / compositional ideas	BTEC: Leeds Kirkgate Market Final outcome – making food themed piece for LKM	BTEC: Leeds Kirkgate Market Final outcome – continue to develop and refine	BTEC: Leeds Kirkgate Market Final outcome – complete and evaluate	BTEC: Leeds Kirkgate Market



Year 9 CORE Art and Design

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Continuity - Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	Baseline Landscapes What is landscape – explore term	Baseline Landscapes Mark making / drawing – practice – recall	Landscapes Explore artwork - 'Wanderer above a Sea of Fog' (Caspar David Friedrich)	Landscapes Explore artwork – 'Sunflower Seeds' (Ai Weiwei)	Landscapes Explore artwork – 3D landscapes – Amy Bennett	Landscapes Brainstorm own ideas about landscapes – stories here to tell	Landscapes Work from imagery of Yorkshire landscapes	Reinduction Landscapes Experiment with paint - landscape	Landscapes Continue with painted landscape – build in layers of additional imagery	Landscapes Work textures and ink into landscape – play with tools	Landscapes Refine landscape further with textures	Landscapes Complete landscape and evaluate
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Form What is Form – explore the term	Form Drawing – sphere and tonal forms – recall	Form Explore work of Grayson Perry	Form Small pinch pot – add texture and marks too	Form Explore African Art – 'Head of a King'	Form Response piece – study of 'Head of a King'	Form Explore work of Louise Bourgeois	Form Experiment with wire in response to Bourgeois	Reinduction Form Consolidate knowledge on form photography	Form Experiment with clay to form vessel directly from photography	Form Develop clay form – work textures into	Form Refine clay form – work details into	Form Complete clay form and evaluate
Cycle 3		W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoFE Expedition		Data Day 15/07
	Identity What is Identity in art – explore the term	Reinduction Identity Timed drawing activities - portraits	Identity Artist Analysis – Vermeer – 'The Milkmaid'	Identity Artist Analysis – Lubaina Himid	Identity Artist Analysis – Mary Cassatt - Impressionism	Identity Material exploration - acrylics	Identity Refine own ideas on theme of identity	Reinduction Identity Secondary / primary imagery – collage ideas	Identity Drawn compositions from collaged ideas	Identity Final outcome – painted response to Identity theme	Identity Final outcome – continue to develop and refine painting	Identity Final outcome – complete and evaluate	End of Year Celebration



Year 9 GCSE Art and Design: Three-Dimensional Design

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Continuity - Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	<i>School closed 31/08 and 1/09</i>							Term 2	<i>Data/Planning Day 12/13</i>	<i>Y8 Oxford Expedition</i>		
	Induction Y7 25/08 All 26/08	Baseline Drawing Skills Tones - practice	Baseline Drawing Skills Mark making - practice	Drawing Skills Still life study – Covid-19 inspired	Practice Brief – Posters for Chapeltown Brainstorming	Practice Brief – Posters for Chapeltown Still life drawing - timed	Practice Brief – Posters for Chapeltown Artist Analysis – Jon Burgerman	Practice Brief – Posters for Chapeltown Still life study in doodle / Burgerman style	Reinduction Practice Brief – Posters for Chapeltown In Good Company Leeds – interview	Practice Brief – Posters for Chapeltown Artist Analysis – compare – Haring / Warhol	Practice Brief – Posters for Chapeltown Print experiments – Covid-19 imagery	Practice Brief – Posters for Chapeltown Compose poster ideas - develop	Practice Brief – Posters for Chapeltown Refine and complete posters
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				<i>Assessment</i>	<i>Assessment</i>	Term 4 <i>Data Input 1</i>	<i>Data/Planning Day 4/5</i>	<i>Y7 Ullswater Expedition</i>		
	Ramble page Food - Introduction of GCSE and course	Direct observations Food – Timed drawings and observations of junk food	Artist analysis Food – Andy Warhol – Pop Art	Visual analysis Food – 2D studies of food	Visual analysis Food – exploring issues around food poverty / obesity – brainstorming ideas for sculpture	Development of ideas Select artist of own choice to support ideas - analysis	Brief - sculpture Artist research – focus on selected one to inform practice	Design and prototypes Design and make small models of food product	Reinduction Refine prototype Photograph, annotate and develop ideas of prototypes	Making outcome Construct and make sculpture based on ideas developed	Making outcome Completing the structure and adding colour	Refining outcome Continuing to decorate and refine outcome – referring back to design ideas	Completing outcome Complete outcome and refine decoration – photograph for sketchbook
Cycle 3		W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		<i>School closed 1/05</i>				Term 6 <i>Assessment</i>	<i>Assessment</i>	<i>Data Input 2</i>	<i>Y9 DoFE Expedition</i>		<i>Data Day 15/07</i>
	Ramble page Natural Forms – Introduction to project artists	Direct observations Initial drawings and photocopies - Natural Forms	Artist analysis Natural Forms – Peter Randall-Page	Visual analysis Natural Forms – 2D studies of food	Visual analysis Natural Forms – exploring textures and surfaces	Development of ideas Select artist of own choice to support ideas – analysis (Alice Ballard / Liz Lescault)	Brief - sculpture Artist research – focus on selected one to inform practice – making ceramic pod	Reinduction Design and prototypes Design and make structure of pod.	Refine prototype Photograph, annotate and develop ideas of prototypes	Making outcome Construct and make ceramic pod based on natural forms researched	Making outcome Completing the structure and communicating textures	Completing outcome Complete outcome and refine decoration – photograph for sketchbook (dry brush finish in Year 10)	

