

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 are able to visualise, create and explore the possibilities of their imagined worlds, whilst knowing how creativity 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 Base Camp through to Upper Peak 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 peak and age of students. In middle peak, 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 Space'.
- 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 middle peak 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 Upper Peak 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 Space.
- 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 upper peak that will encourage students to communicate their own ideas and thoughts about these topics.

At Lower, Middle and Upper Peak, 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 lower and middle peak, 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 upper peak.
- 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 peak 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
YEAR 5		Space	Our Playground	Ancient Egyptian Art
	Art History - know and remember	Abstract Expressionism – Jackson Pollock	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, texture, mark making, observation	Colour, texture, composition, landscape	Space, composition, colour, form
	Methods and techniques	Abstract painting and working in different methods	Drawing, painting, photography	Collage, painting, constructing, modelling
	Media	Paint, collage, marker pens	Pencils, pens, ink, watercolour paints	Drawing media, paint, found materials
	Art Practice - outcomes	2D: abstract painting of space with an astronaut	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	
YEAR 6		All About Me	Expressionism	Evolution and Inheritance
	Art History - know and remember	Dada – Hannah Höch (style) Surrealism – Eileen Agar – ‘ <i>Angel of Anarchy</i> ’	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	
YEAR 7		Building Blocks (core skills)	Natural Forms	Food Glorious Food
	Art History - know and remember	Giorgio Morandi Tony Marsh Chila Kumari Singh Burman Beatriz Melazes	Islamic Art William Morris Orla Kiely	Post-Impressionism - Paul Cezanne Fauvism - Henri Matisse Pop Art – Lucy Sparrow 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, clay, ink	Watercolour paints, clay, printing media	Block paints, oil pastel, mixed paper textures
Art Practice - outcomes	2D: still life drawing (man-made objects) Experimental drawings and paintings Mixed media outcomes in colour 3D: clay sphere / vessel	2D: polyblock print – repeat pattern 3D: natural forms clay tile	2D: oil pastel still life drawing (fruit/veg) Supermarket food item drawing 3D: Stitched felt food (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, 5Ce(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	Surrealism - Frida Kahlo Dada – Hannah Hoch Contemporary art – Oscar Joyo	Unit One - Henry Moore Patrick Murphy - 'Belonging' Kelly Stanford	Boyle Family Deanna Fainelli (process) David Hephher Gabriele Munter
	Concepts	Tone, texture, proportion, scale, composition	Form, colour theory, pattern, scale	Perspective, depth, texture, pattern
	Methods and techniques	Direct observation, collage, painting	Drawing, batik, carving, sculpting	Drawing, painting, mono-printing
	Media	Pencil range, pen, paints, oil pastel, clay	Pencil range, drawing inks, clay, decorative paints, coloured pencils	Printing inks, pen, block paints, found papers and tools
	Art Practice - outcomes	2D: Mixed media self-portrait 3D: Day of the Dead skull tile	2D: coloured pencil illustration (insect) Batik sample (pattern) 3D: abstract bird form (clay)	2D: monoprint of local landmark Watercolour landscape painting 3D: relief tile of urban environment
	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		Ideals of Beauty	Ideals of Beauty	Ideals of Beauty
	Art History - know and remember	Cultures and social practice – African Tribes, Kabuki theatre, Peking opera, African American hairstyles, Egyptian dress and make up	Cultures and social practice – African Tribes, Kabuki theatre, Peking opera, African American hairstyles, Egyptian dress and make up	Cultures and social practice – African Tribes, Kabuki theatre, Peking opera, African American hairstyles, Egyptian dress and make up
	Concepts	Design, decoration, pattern, texture	Design, decoration, pattern, texture	Design, decoration, pattern, texture
	Methods and techniques	Drawing, ceramics	Drawing, ceramics	Drawing, ceramics
	Media	Clay	Clay	Clay
	Art Practice - outcomes	3D: small clay bust inspired by own research into chosen culture	3D: small clay bust inspired by own research into chosen culture	3D: small clay bust inspired by own research into chosen culture
	NCA aims	3SCa, 3SCd, 3SCe1	3SCa, 3SCd, 3SCe1	3SCa, 3SCd, 3SCe1
Vertical and horizontal interleaving	Y3: Sculpture – Cycle 3 Y5: Ancient Egyptian Art – Cycle 3 Y7: Building Blocks (core skills) – Cycle 1 Y8: Birds and Insects – Cycle 2	Y3: Sculpture – Cycle 3 Y5: Ancient Egyptian Art – Cycle 3 Y7: Building Blocks (core skills) – Cycle 1 Y8: Birds and Insects – Cycle 2	Y3: Sculpture – Cycle 3 Y5: Ancient Egyptian Art – Cycle 3 Y7: Building Blocks (core skills) – Cycle 1 Y8: Birds and Insects – Cycle 2	
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, acylic, 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 – ‘ <i>Pictures from a Rubbish Tip</i> ’ 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)		External assignment (Component 3)
	Art History - know and remember	Art Brut and Outsider Art Student-led research into Leeds Minds – Inkwell Arts	Catherine Yass – ‘ <i>Corridors</i> ’ Gillian Wearing – ‘ <i>Signs that Say What You Want Them To Say and Not Signs that Say What Someone Else Wants You To Say</i> ’	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 3D artist – 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	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	Induction									Planning days	Y8 expedition		
		The Dot Read 'The Dot' – mark make on paper with pencil	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	The Dot Artist analysis – Paul Klee – use knowledge organiser	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							Cycle assessment weeks		Data input		Y7 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	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'	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 Group painting – printed hands
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Mini Sculpture Park What is sculpture?	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	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	



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	Induction									Planning days	Y8 expedition		
		Moulding Me What are sculptures?	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)	Moulding Me Continue drawing – add colour to drawings	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							Cycle assessment weeks		Data input		Y7 expedition		
	Shapes and Colours What is mark making?	Shapes and Colours Artist analysis – Jackson Pollock	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	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 artwork and label
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	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	Under the Sea Printing polyblock	Under the Sea Printing polyblock – larer 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'	



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	Induction									Planning days	Y8 expedition		
		Matisse's Garden What are shapes? - Identify	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	Matisse's Garden Continue to cut out shapes of objects	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							Cycle assessment weeks		Data input		Y7 expedition		
	Pop Art Food Artist analysis - Andy Warhol	Pop Art Food Draw picture of Soup Can	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	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									Cycle assessment weeks		Y9 expedition		Recognition
	Sculpture Artist Analysis - Alberto Giacometti	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 - attach arms	Sculpture Build ball of wire into head	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	



Year 4 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	Induction									Planning days	Y8 expedition		
		Cityscapes Drawing a plan of the classroom – birds eye view	Cityscapes Adding details to drawn plan - shapes	Cityscapes Pen drawing of local area (from direct observation / photograph)	Cityscapes Jacob Lawrence – ‘This is Harlem’ – study of	Cityscapes Printing of local buildings using card scraps	Cityscapes Continued - printing of local buildings using card scraps	Cityscapes Introduce work of Lucy Jones – collaged background	Cityscapes Study of local building – smaller collage piece and white paint layers	Cityscapes Pen drawing of local area over collaged surface	Cityscapes Continued – pen drawing of local area over collaged surface	Cityscapes Refinement – working more details and marks into buildings	Cityscapes Finish – work colour into sections of buildings and finish piece
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Natural Forms - Sunflowers Vincent Van Gogh – introduction and analysis	Natural Forms – Sunflowers Drawing big – mark making big scale	Natural Forms – Sunflowers A1 / A2 drawing of sunflowers (direct observation)	Natural Forms – Sunflowers Continue drawing sunflowers – adding marks and textures	Natural Forms – Sunflowers Painting – building up washes and first layers of paint	Natural Forms – Sunflowers Painting – build up colours of flower – discuss tones	Natural Forms – Sunflowers Continue to develop darker tones	Natural Forms – Sunflowers Work painted marks and textures into painting	Natural Forms – Sunflowers Oil pastel – experiment with oil pastel marks over the painting	Natural Forms – Sunflowers Oil pastel mark making – Finish blending	Natural Forms – Sunflowers Evaluate and display work as a class	Natural Forms – Sunflowers /	Natural Forms – Sunflowers /
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Portraits Introduction to portraits – what are they?	Portraits Drawing ourselves – what do we look like?	Portraits Looking at the work of Hannah Hoch	Portraits Collaged portraits – people of different ages	Portraits Drawn abstract study of the face from the collaged portrait	Portraits Sketchbook work – describing the characteristics of the portraits	Portraits Forensic artists – making a face in air dry clay inspired by Forensic artists	Portraits Painting clay face using colour mixing techniques	Portraits Annotating clay work in sketchbook	Portraits Drawn lines and marks over photograph of self	Portraits Self-portrait painting – start drawing out and painting light tones	Portraits Build up colours in the portrait – building up tones and marks	Portraits Annotations in sketchbook and evaluation



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
Cycle 1	Induction									Planning days	Y8 expedition		
		Building Blocks Mark Making – concertina book	Building Blocks Mark making – found tools and ink	Building Blocks Giorgio Morandi – critical journal and timed still life drawings	Building Blocks Charcoal and putty rubber drawing	Building Blocks Tony Marsh – critical journal	Building Blocks Clay sphere / column – decorative marks	Building Blocks Colour wheel – exploratory work	Building Blocks Colour theory – monotype printing	Building Blocks Beatriz Melazes – critical journal and collograph prints over pattern	Building Blocks Chila Kumari Singh Burman – critical journal	Building Blocks Mixed media decorative cup	Building Blocks Mixed media decorative cup – refine and evaluate
Cycle 2							Cycle assessment weeks		Data input		Y7 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	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									Cycle assessment weeks		Y9 expedition		Recognition
	Natural Forms Decoration of tile using Islamic Art colour scheme	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 – Lucy Sparrow – Pop Art	Food Glorious Food Supermarket shelf – food product pencil drawing	Food Glorious Food Pencil drawing continued	Food Glorious Food Mark making in stitch – practice making marks using sewing techniques	Food Glorious Food Felt food – making template of food item	Food Glorious Food Continue making felt food – sticking on shapes	Food Glorious Food Refine and complete felt food and supermarket shelf display	



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
Cycle 1	Induction									Planning days	Y8 expedition		
		Portraits What is a portrait? Critical journal work	Portraits Timed portrait drawings – different styles and methods	Portraits Critical journal – Hannah Hoch	Portraits Hannah Hoch style surreal portrait of staff	Portraits Critical journal – Frida Kahlo	Portraits Design for Day of the Dead ceramic skull tile	Portraits Making of clay tile (decorative skull)	Portraits Critical journal – Oscar Joyo	Portraits Experiments with media – marks and textures	Portraits Oscar Joyo style portrait – mapping composition	Portraits Oscar Joyo – building layers of colour and texturer	Portraits Oscar Joyo – refinement of marks and design
Cycle 2							Cycle assessment weeks		Data input		Y7 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)	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									Cycle assessment weeks		Y9 expedition		Recognition
	Birds and Insects Decoration of bird to represent own personality	Urban Landscape Critical journal - What is landscape? Urban landscape?	Urban Landscape Drawing – observation and rubbings from local area	Urban Landscape Refined observational drawing from photograph of local area	Urban Landscape Monoprint – local landmark	Urban Landscape Critical journal – Boyle Family	Urban Landscape Clay tile – marks and relief – from rubbings	Urban Landscape Critical journal – Gabrielle Munter	Urban Landscape Watercolour – Potternewton Park	Urban Landscape Critical journal – Deanna Faineli and David Hepher	Urban Landscape Print and oil pastel landscape study	Urban Landscape Refinement – print and oil pastel landscape study	



Year 9 BTEC 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	Induction									Planning days	Y8 expedition		
		Induction workshop Continuous line drawing and block printing	Induction workshop Block printing - refinement	Induction workshop Hidden drawings and observational drawing	Induction workshop Sculpting blindfolded and making in clay	Induction workshop Monotype printing large scale	Induction workshop Presentation and evaluation	Practice Brief – Natural Forms Ramble page – Tropical forms	Practice Brief – Natural Forms Annotating and discussing visual elements found in natural forms	Practice Brief – Natural Forms Relief printing from fruit and vegetables	Practice Brief – Natural Forms Experiments with wax and ink (batik process) – patterns from relief printing	Practice Brief – Natural Forms Exploring work of natural form artists – ceramic pods	Practice Brief – Natural Forms Design for clay pod
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Practice Brief – Natural Forms Making of clay pod – building up texture and surface	Practice Brief – Natural Forms Continue making of pod - decoration	Practice Brief – Natural Forms Acrylic painting of tropics – dry brush techniques in acrylic	Practice Brief – Natural Forms Continue - acrylic painting of tropics – dry brush techniques in acrylic	Practice Brief – Natural Forms Refinement - acrylic painting of tropics – dry brush techniques in acrylic	Practice Brief – Natural Forms Photography – photographing natural forms	Practice Brief – Natural Forms Photography – developing forms from photos (collage)	Practice Brief - Collections Ramble page – Thackeray Medical Museum	Practice Brief – Collections Artist – Jim Dine - tools	Practice Brief – Collections Jim Dine study - tools	Practice Brief – Collections Jim Dine study - skulls	Practice Brief – Collections Skulls – direct observational work	Practice Brief – Collections Research into medicine / history – ramble page
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Practice Brief – Collections Chosen artist analysis - research	Practice Brief – Collections Chosen artist analysis – visual analysis	Practice Brief – Collections Photograph collections of tools	Practice Brief – Collections Ink and mark making experiments	Practice Brief – Collections Casting – pressing items into clay and plaster casting	Practice Brief – Collections Casting – pressing items into clay – continued work	Practice Brief – Collections Decorating collections – distressed surfaces	Practice Brief – Collections Decorating collections – distressed surfaces	Practice Brief – Collections Continue - Decorating collections – distressed surfaces	Practice Brief – Collections Photographing plaster work – edit in Photoshop	Practice Brief – Collections Design for museum poster – exploring text	Practice Brief – Collections Refining design for museum poster – finish and print	Practice Brief – Collections Evaluating and reflecting on work



Year 9 Core 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	Induction									Planning days	Y8 expedition		
		Ideals of Beauty Playing with clay	Ideals of Beauty Design for clay model based on chosen culture	Ideals of Beauty Refinement of design for clay model based on chosen culture	Ideals of Beauty Make base – head and shoulders in clay	Ideals of Beauty Refine base and add arms – strengthen model	Ideals of Beauty Build up form of face and basic features	Ideals of Beauty Continue to build up form and add larger decorations related to design	Ideals of Beauty Continue to build decorations – consider headwear	Ideals of Beauty Continue to build decorations – consider costume / traditional dress	Ideals of Beauty Continue to build decorations – refine smaller details	Ideals of Beauty Continue to build decorations – refine smaller details and overall model	Ideals of Beauty Smooth off and check air holes
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Ideals of Beauty Playing with clay	Ideals of Beauty Design for clay model based on chosen culture	Ideals of Beauty Refinement of design for clay model based on chosen culture	Ideals of Beauty Make base – head and shoulders in clay	Ideals of Beauty Refine base and add arms – strengthen model	Ideals of Beauty Build up form of face and basic features	Ideals of Beauty Continue to build up form and add larger decorations related to design	Ideals of Beauty Continue to build decorations – consider headwear	Ideals of Beauty Continue to build decorations – consider costume / traditional dress	Ideals of Beauty Continue to build decorations – refine smaller details	Ideals of Beauty Continue to build decorations – refine smaller details and overall model	Ideals of Beauty Smooth off and check air holes	Ideals of Beauty
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Ideals of Beauty Playing with clay	Ideals of Beauty Design for clay model based on chosen culture	Ideals of Beauty Refinement of design for clay model based on chosen culture	Ideals of Beauty Make base – head and shoulders in clay	Ideals of Beauty Refine base and add arms – strengthen model	Ideals of Beauty Build up form of face and basic features	Ideals of Beauty Continue to build up form and add larger decorations related to design	Ideals of Beauty Continue to build decorations – consider headwear	Ideals of Beauty Continue to build decorations – consider costume / traditional dress	Ideals of Beauty Continue to build decorations – refine smaller details	Ideals of Beauty Continue to build decorations – refine smaller details and overall model	Ideals of Beauty Smooth off and check air holes	



Year 9 GCSE 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	Induction									Planning days	Y8 expedition		
		Induction workshop Continuous line drawing and block printing	Induction workshop Block printing - refinement	Induction workshop Hidden drawings and observational drawing	Induction workshop Sculpting blindfolded and making in clay	Induction workshop Monotype printing large scale	Induction workshop Presentation and evaluation	Basic forms Paper weaving and folding	Basic forms Paper weaving - refine	Basic forms Casting – pressing into clay and plaster casting	Basic forms Forming in mod roc – practicing material use	Basic forms Decorating plaster form – dry brush technique	Basic forms Refining and write up of work
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	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	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									Cycle assessment weeks		Y9 expedition		Recognition
	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)	



Year 10 BTEC 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	Induction									Planning days	Y8 expedition		
		Leeds Kirkgate Market Brief Issue of brief and brainstorming	Leeds Kirkgate Market Brief Ramble page on market stalls	Leeds Kirkgate Market Brief Fruit and veg observations – rubbings and drawn experiments	Leeds Kirkgate Market Brief Relief printing from fruit and vegetables	Leeds Kirkgate Market Brief Artist research page	Leeds Kirkgate Market Brief Artist research page – refined painting	Leeds Kirkgate Market Brief Painting for chosen stall – acrylic and dry brush techniques	Leeds Kirkgate Market Brief Sweets and chocolates – 3D observations	Leeds Kirkgate Market Brief Artist research page	Leeds Kirkgate Market Brief Artist research page – refined small model and model design work	Leeds Kirkgate Market Brief Paper Mache model making of confectionary food	Leeds Kirkgate Market Brief Paper Mache model making of confectionary food and evaluation
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Component 1 brief (Set by Pearson) Introduction of brief	Component 1 brief (Set by Pearson) Ramble page in relation to brief	Component 1 brief (Set by Pearson) Observational work and experimentation	Component 1 brief (Set by Pearson) Observational work and experimentation	Component 1 brief (Set by Pearson) Researching relevant artists / designers	Component 1 brief (Set by Pearson) Researching relevant artists / designers	Component 1 brief (Set by Pearson) Conducting market research - surveys	Component 1 brief (Set by Pearson) Designing and brainstorming ideas	Component 1 brief (Set by Pearson) Photographing and collection of resources	Component 1 brief (Set by Pearson) Designing and making prototypes	Component 1 brief (Set by Pearson) Refining ideas from prototypes	Component 1 brief (Set by Pearson) Sample pieces in relevant materials	Component 1 brief (Set by Pearson) Sample pieces in relevant materials
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Component 1 brief (Set by Pearson) Planning and composing of final piece/s	Component 1 brief (Set by Pearson) Completion of final piece/s	Component 1 brief (Set by Pearson) Completion of final piece/s	Component 1 brief (Set by Pearson) Completion of final piece/s	Component 1 brief (Set by Pearson) Completion of final piece/s	Component 1 brief (Set by Pearson) Hand in and assessment	Refinement and review of Component 1	Refinement and review of Component 1	Refinement and review of Component 1	Refinement and review of Component 1	Refinement and review of Component 1	Refinement and review of Component 1	



Year 10 GCSE 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	Induction									Planning days	Y8 expedition		
		Identity Ramble page on relevant artists	Identity Drawing work from personal objects	Identity Printing work from personal objects	Identity Artist Analysis – Roberto Lugo	Identity Roberto Lugo artist study	Identity Stencil making based on objects	Identity Design for slab building based on own identity	Identity Slab building - construction	Identity Slab building – monoprint and working onto surface	Identity Refine outcome and finish	Identity Artist Analysis – Grayson Perry	Identity Grayson Perry – artist study
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Identity Design for ceramic pot based on identity	Identity Experimentation with layering techniques (sketchbook)	Identity Coil pot – construct foundation and base	Identity Coil pot – continue construction	Identity Coil pot – decorative layering	Identity Coil pot – continue decorations	Identity Coil pot – refine decorations	Identity Evaluation of all work	Protest Art Ramble page – protest art; Subversive ceramics, V&A Disobedient objects exhibition	Protest Art Research and analysis of chosen theme within protest art	Protest Art Research and analysis chosen artist including visual study	Protest Art Research and analysis second chosen artist including visual study	Protest Art Sketches of ideas for 3D piece. In response to all research
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Protest Art Refined drawings and ideas for 3D outcome	Protest Art Making of ceramic outcome – base / foundation	Protest Art Continued making of base / foundation	Protest Art Starting on decoration of ceramic piece	Protest Art Continue to decorate piece (photograph process)	Protest Art Continue to refine decoration of piece (photograph process)	Protest Art Continue to refine decoration of piece (photograph process)	Protest Art Continue to adorn and refine details on ceramic piece (photograph stages of making)	Protest Art Continue to adorn and refine details on ceramic piece (photograph stages of making)	Protest Art Finish and refine craftsmanship of piece – refer back to design	Protest Art Photograph and evaluate work	Protest Art 'Tidy up' sketchbook, portfolio piece and conclude project	End of Year Celebration

