



Art



Curriculum Vision

Students at Holderness Academy will experience an engaging and ambitious art curriculum, rich in knowledge, which ignites curiosity and prepares them well for future learning or employment regardless of their starting points.

Curriculum Principles

Curriculum Intent

Art appreciation

We want students to develop a deep understanding and appreciation of art as a powerful tool to communicate, manipulate and inspire. Students will learn how art is central to civilisation, how it has shaped our history, holds a mirror to the present and projects our future. We will ensure that students set out on a lifelong creative journey, able to engage in and appreciate the visual arts to enrich their lives.

Skills development

The curriculum model is built upon a strong foundation of skills centred on the visual elements of art. The students learn how to harness and apply each of the visual elements sequentially, working towards convergent outcomes in KS3 and transitioning towards divergent outcomes in KS4/5.

Knowledge development

We want to open the history of art to students through a wide range of historical, cultural, and social examples. The students explore and discuss a sequentially curated selection of artworks that explore a wide range of topics and genres from Y7 to Y13. Each task is also linked to key artists and the students explore how and why artists made their art for different purposes.

Personal development

It is important that each student gets to experience the benefits that art can have on their physical, mental, spiritual, and emotional health. We value how art can significantly develop confidence, a unique voice, and a sense of identity at a key developmental stage in student's lives. Our curriculum is designed with a slant towards the social, personal, and very human aspects of art that 11–18-year-old students can relate to and engage with.

Transferrable creative skills

We aim to give students the skills required to solve a wide range of problems with creative solutions. Employer's value creative thinkers who are able to adapt and evolve. Our curriculum and our pedagogy is designed to develop students who are able to handle mistakes, accept criticism and show the resilience to explore and experiment until solutions are formulated.



Art



Curriculum Implementation

Key Principles

The Art curriculum breaks down knowledge into three areas: **practical**, **theoretical**, and **disciplinary**. We want our pupils to draw connections between art’s past, present and future. Art should be contextualised to make it more relevant to students, to dispel misconceptions and to encourage them to expand their minds.

Our Aim Higher picture starters have been thoughtfully designed and sequenced to teach all students from Y7 to Y13 about how and why artists create works of art for specific purposes.

Multi-disciplinary Curriculum Structure

Subject Discipline	Domain Threads	Domain Concepts
Skills	Control Organising materials, holding tools and careful actions.	Skills and Success Each task is linked with key skills that the success criteria is built around. Live feedback is given to students using objective language relating to the relevant key skills. Skills Sequencing Schemes of learning are designed so that skills are developed more sequentially. Control, accuracy, and emulation leads to interpretation, invention, and expression. Interwoven Threads Many of our skills, techniques and themes cross over throughout the curriculum and can be used with some flexibility by teachers.
	Accuracy Correct visual attributes, precision, and attention to detail.	
	Emulate Learning skills by copying and emulating key artists.	
	Interpret Study key artists to master skills and create own outcomes.	
	Invent Use imagination to generate own ideas and outcomes.	
	Express Use emotion and express to convey thoughts and feelings.	
	Analyse Ability to identify, describe and express meanings.	
Techniques	Drawing Contours, cross-hatching, gestural, tonal etc	Techniques Coverage We aim to provide a purposeful experience of techniques throughout the curriculum. Logistical and cost restrictions are a factor, so we have built choice and flexibility into our curriculum. Interwoven Knowledge (Devices) Throughout the curriculum, knowledge is interwoven, sequenced and carefully linked to tasks in order
	Painting Impressionistic, pointillist, impasto etc	
	Printing Engraving, stencil, screen, monoprint etc	
	Collage Decollage, joiners, montage, papercutting etc	
	Photography Candid, still life, portraiture, macro, urban etc	
	Sculpture Building, modelling, relief, assemblage etc	
	Digital Effects, image manipulation, superimposing etc	

Themes	Portraits Self-portraits, stylised portraits, abstracted etc	<p>for students to understand the purpose and rationale behind the skills they're learning.</p> <p>Thematic Diversity We cover a wide range of themes to maximise the experience of the students and to increase the chance of student engagement. We take a personal approach to portraits and landscapes to explore each student's sense of identity. We explore abstraction, social and emotional issues to dispel misconceptions about art and to broaden the students understanding of more complex concepts.</p> <p>Pedagogy Our pedagogy has a strong focus on modelling and live feedback. Staff embody the values and attitudes we aim to engender. We believe that a supportive and open environment helps to create confident and progressive creative students.</p>
	Landscapes Local scenes, green, landmarks, urban landscapes etc	
	Still Life Objects, collections, realist, cubist etc	
	Realism Accurate representation, refinement etc	
	Abstract Fragmenting, distorting, re-assembling etc	
	Social Societal issues, politics, moral etc	
	Drama Emotion, expression, impact, pop etc	
Values	Explorer	
	Leader	
	Scholar	
	Collaborator	
	Aspiration	
	Respect	
	Resilience	
Kindness		

Building on prior learning – What can learners do by the end of Key Stage 2?

Learners enter KS3 with a varied experience in Art & Design at KS2. Most students have some experience drawing but not all students have been taught how to improve their drawing accuracy or mastery of tonal shading, for example. Many students have been introduced to a small number of artists and have created work inspired by those artists, but this also varies from school to school. The formal elements of art have not been comprehensively covered. It is common for students to get Art & Design experiences through craft projects linked to seasonal or traditional events. Students do have a general appreciation for art and often enter KS3 with a positive outlook towards the subject.

What are the knowledge gaps from Key Stage 2?

Learners do not comprehensively cover all of the formal visual elements at KS2 and therefore do not have a foundational base of knowledge and skills to build further. Experiences are varied, and do not often cover specialisms such as print, digital, sculpture, collage, or photography. Students at KS2 study a few, often unrelated artists and do not have a basic understanding of art history.

Art Key stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y7 Concepts	<p>Visual Elements of Art: Line. Exploring how lines can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include; - Contours (drawing) - Emphasis (drawing) - Scribble (drawing) - Hatching (print) - Cross-hatching (print) - Gestural (painting)</p> <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Line/Form. Exploring how line/form can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks covered include; - Shading (drawing) - Cross contours (drawing) - Minimal (drawing) - Altered states (sculpture) - Distortion (sculpture)</p> <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Form. Exploring how form can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks covered include; - Shading (drawing) - Cross contours (drawing) - Minimal (drawing) - Altered states (sculpture) - Distortion (sculpture)</p> <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Tone. Exploring how tone can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks covered include; - Realistic (drawing) - Surrealistic (collage) - Subtractive (drawing) - Chiaroscuro (drawing) - Colour tone (painting)</p> <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Tone/Colour. Exploring how tone/colour can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks covered include; - Realistic (drawing) - Surrealistic (collage) - Subtractive (drawing) - Chiaroscuro (drawing) - Colour tone (painting)</p> <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Colour. Exploring how colour can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks covered include; - Complementary (painting) - Warm and cold (collage) - Optical (painting) - Intensity (painting) - Emotion (drawing)</p> <p>Students will explore a minimum of two tasks from the above list.</p>
Tier 3 Vocab	Layer Link	Locate	Maximise	Minor	Negate	Outcome
Assessment	- Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5	- Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5	- Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5	- Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5	- Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5	- Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5
Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)

Art Key stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y8 Concepts	<p>Visual Elements of Art: Shape. Exploring how shape can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> - Silhouettes (collage) - Stencilled (collage) - Graphic communication (collage) - Rhythm (drawing) - Playfulness (drawing) <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Shape/Space. Exploring how space can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> - Cropping (collage) - Directing the eye (painting) - Overlapping (drawing) - Cubist (drawing) - Composition (drawing) <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Space. Exploring how space can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> - Cropping (collage) - Directing the eye (painting) - Overlapping (drawing) - Cubist (drawing) - Composition (drawing) <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Pattern. Exploring how patterns can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> - Chance spontaneity (drawing) - Repeat pattern (print) - Sequences (drawing) - Organic (drawing) - Tessellation (drawing) <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Pattern/Texture. Exploring how patterns can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> - Chance spontaneity (drawing) - Repeat pattern (print) - Sequences (drawing) - Organic (drawing) - Tessellation (drawing) <p>Students will explore a minimum of two tasks from the above list.</p>	<p>Visual Elements of Art: Texture. Exploring how texture can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> - Altering structures (textiles) - Physicality (sculpture) - Tactile sensation (collage) - Drama (painting) - Layering (mixed media) <p>Students will explore a minimum of two tasks from the above list.</p>
Tier 3 Vocab	Contrast Image	Notion	Styles	Symbolic	Abstract	Expert
Assessment	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5
Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)

Art Key stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y9 Concepts	<p>Identity: Portraits. Exploring how portraiture can be used to express different ideas about identity.</p> <p>Tasks include; - Structured self-portrait (accurate pencil portraiture) - Squashed portrait (expressive photography and drawing)</p> <p>In Y9 students look closely at the work of artists in order to develop and refine their skills to a higher level.</p>	<p>Identity: Portraits. Exploring how portraiture can be used to express different ideas about identity.</p> <p>Tasks include; - Fragmented portrait (experimental collage) - Experimental portrait (mixing media) - 3D bust (sculpture skills)</p> <p>The second half term focuses on experimentation and expression as a means of exploring different meanings around the theme of identity.</p>	<p>Identity: Landscapes. Exploring how the genre of landscapes can be used to express different ideas about identity and sense of place.</p> <p>Tasks include; - Green landscape (expressive drawing) - Architectural Illustration (illustrative drawing)</p> <p>This half term students will explore how different materials can bring different qualities to their artwork. We will be studying the work of key artists in order to refine and develop skills to a higher level.</p>	<p>Identity: Landscapes. Exploring how the genre of landscapes can be used to express different ideas about identity and sense of place.</p> <p>Tasks include; - Urban Decay (mixed media) - Seascape (painting) - Street Colours (drawing)</p> <p>This half term students will explore how different materials can bring different qualities to their artwork. We will be studying the work of key artists in order to refine and develop skills to a higher level.</p>	<p>Identity: Ident. Exploring 3D sculpture and expression through more urban/street art styles.</p> <p>Tasks include; - Letter design (typography and design) - 3D Ident (sculpture and design skills)</p> <p>This half term students will explore how to plan and design a piece of art and how a genre such as street art can bring style and expression to a work of art.</p>	<p>Identity: Identity Outcome. Learning how to create a final piece that encapsulates all of your project and showcases the best of your ideas and skills.</p> <p>Tasks include; - Composition (design ideas) - Outcome (final piece execution)</p> <p>In the final half term students will explore how to plan and design a final piece much like they would on a GCSE art course.</p>
Tier 3 Vocab	Classic Dynamic	Exhibit	Exploit	Practitioner	Coherent	Insight
Assessment	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Each task is graded using GCSE 1-5

Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)
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Art Key Stage 4 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y10 Concepts	<p>Major Project: Term 1: Research, observational work and initial ideas.</p> <p>Project Mapping - Considering themes (decision making) - Mind mapping (planning skills) - Project intentions (planning skills) - Visit and read (research skills) - Book design (presentation techniques)</p> <p>Initial Research - Topic Research - Artist research</p> <p>Initial Photography - Secondary source photography - Primary source photography</p> <p>Accurate Drawings - Accurate pencil drawings - Accurate pen drawings</p> <p>The GCSE Art course</p>	<p>Major Project: Term 1: Research, observational work and initial ideas.</p> <p>Initial Photography - Secondary source photography - Primary source photography</p> <p>Accurate Drawings - Accurate pencil drawings - Accurate pen drawings</p> <p>Students will develop a strong collection of observational drawings with a focus on accuracy and detail.</p> <p>After achieving a level of accuracy students will start to explore more experimental and expressive approaches to mark making.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the</p>	<p>Major Project: Term 2: Experimentation with materials and techniques.</p> <p>Experimentation Experimentation in the following specialisms: - Drawing - Painting - Printing - Collage - Sculpture - Digital - Photography</p> <p>Students build on their accurate and controlled skills by exploring more expressive and experimental types of mark making.</p> <p>Students start to explore techniques that provide opportunities to extend the personal, emotional and meaningful impact of their ideas linking to their chosen theme.</p> <p>Students will begin</p>	<p>Major Project: Term 2: Experimentation with materials and techniques.</p> <p>Experimentation Experimentation in the following specialisms: - Drawing - Painting - Printing - Collage - Sculpture - Digital - Photography</p> <p>Students will be exploring ways to exploit the potential of materials through a variety of relevant techniques and processes including print, sculpture, digital, collage and painting and drawing.</p> <p>Students will be consolidating their knowledge by analysing their work through verbal and written means.</p> <p>Throughout Y10 students</p>	<p>Major Project: Term 3: Developing ideas and refining techniques.</p> <p>Focused Research - Artist research - In-depth topic research</p> <p>Contextual Links - Artist studies - Analysing artists work</p> <p>Developing Ideas - Sketching designs - Additional photography - Digital designs (Photoshop/PIXLR) - Analysis of ideas - Compare designs</p> <p>Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be executed into an original and creative outcome.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many</p>	<p>Major Project: Term 3: Developing ideas and refining techniques.</p> <p>Contextual Links - Artist studies - Analysing artists work</p> <p>Developing Ideas - Sketching designs - Additional photography - Digital designs (Photoshop/PIXLR) - Analysis of ideas - Compare designs</p> <p>Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be executed into an original and creative outcome.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many</p>

	<p>starts with a focus on research to build up a solid foundation for the extended project.</p> <p>Students will learn about their topic in greater depth through reading, researching, and exploring the history and facts around their theme.</p> <p>Students will also be encouraged to gather experiences linked to their topic by visiting places, galleries, and exhibitions if possible.</p> <p>Observational drawings will be centred around accuracy and confident control of tools, and it is also encouraged that students will take their own primary source photographs.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>meaning behind many works of art.</p>	<p>experimenting in other specialist areas including print, sculpture, digital, collage and painting.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>works of art.</p>
Tier 3 Vocab	Composition Diverse	Emphasis	Figurative	Gesture	Illustration	Interpretation
Assessment	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment

	- Projects are graded summatively at the end of the course	- Projects are graded summatively at the end of the course	- Projects are graded summatively at the end of the course	- Projects are graded summatively at the end of the course	- Projects are graded summatively at the end of the course	- Projects are graded summatively at the end of the course
Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)

Art Key Stage 4 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y11 Concepts	<p>Major Project: Term 4: Developing final ideas and realising intentions in a final piece.</p> <p>Refining Work - Technique samples - Refined studies - Analysis of studies</p> <p>Final Piece Design - Mock-up studies - Process of making - Final piece plan</p> <p>Final Piece - Final process - Final evaluation</p> <p>Project Organisation - Portfolio theme - Presentation methods</p> <p>Students will be considering ways to</p>	<p>Major Project: Term 4: Developing final ideas and realising intentions in a final piece.</p> <p>Refining Work - Technique samples - Refined studies - Analysis of studies</p> <p>Final Piece Design - Mock-up studies - Process of making - Final piece plan</p> <p>Final Piece - Final process - Final evaluation</p> <p>Project Organisation - Portfolio theme - Presentation methods</p> <p>Students will be expected to be refining</p>	<p>Externally Set Assignment Term 5: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p>Recording - Consider themes - Mind map - Project intentions - Topic research - Artist research</p> <p>Experiment - Explore techniques</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many</p>	<p>Externally Set Assignment: Term 5: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p>Development - Artist studies - Sketching designs - Digital designs (Photoshop/PIXLR) - Compare designs - Refined studies</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>Externally Set Assignment: Term 6: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p>Present - Final piece design - Mock-up studies - Making the final piece</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>Externally Set Assignment:</p>

	<p>develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies, and learning how other artists have developed similar ideas and concepts.</p> <p>Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be executed into an original and creative outcome.</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	works of art.			
Tier 3 Vocab						
Assessment	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course
Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)

Art Key Stage 5 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y12 Concepts	<p>Personal Investigation: Term 1: Research, observational work and initial ideas.</p> <p>Project Mapping - Considering themes (decision making) - Mind mapping (planning skills) - Project intentions (planning skills) - Visit and read (research skills) - Book design (presentation techniques)</p> <p>Initial Research - Topic Research - Artist research</p> <p>Initial Photography - Secondary source photography - Primary source photography</p> <p>Accurate Drawings - Accurate pencil drawings - Accurate pen drawings</p> <p>The GCSE Art course starts with a focus on research to build up a solid foundation for the extended project.</p>	<p>Personal Investigation: Term 1: Research, observational work and initial ideas.</p> <p>Initial Photography - Secondary source photography - Primary source photography</p> <p>Accurate Drawings - Accurate pencil drawings - Accurate pen drawings</p> <p>Students will develop a strong collection of observational drawings with a focus on accuracy and detail.</p> <p>After achieving a level of accuracy students will start to explore more experimental and expressive approaches to mark making.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>Personal Investigation: Term 2: Experimentation with materials and techniques.</p> <p>Experimentation Experimentation in the following specialisms: - Drawing - Painting - Printing - Collage - Sculpture - Digital - Photography</p> <p>Students build on their accurate and controlled skills by exploring more expressive and experimental types of mark making.</p> <p>Students start to explore techniques that provide opportunities to extend the personal, emotional and meaningful impact of their ideas linking to their chosen theme.</p> <p>Students will begin experimenting in other specialist areas including print, sculpture, digital, collage and painting.</p>	<p>Personal Investigation: Term 2: Experimentation with materials and techniques.</p> <p>Experimentation Experimentation in the following specialisms: - Drawing - Painting - Printing - Collage - Sculpture - Digital - Photography</p> <p>Students will be exploring ways to exploit the potential of materials through a variety of relevant techniques and processes including print, sculpture, digital, collage and painting and drawing.</p> <p>Students will be consolidating their knowledge by analysing their work through verbal and written means.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many</p>	<p>Personal Investigation: Term 3: Developing ideas and refining techniques.</p> <p>Focused Research - Artist research - In-depth topic research</p> <p>Contextual Links - Artist studies - Analysing artists work</p> <p>Developing Ideas - Sketching designs - Additional photography (Photoshop/PIXLR) - Analysis of ideas - Compare designs</p> <p>Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies, and learning how other artists have developed similar ideas and concepts.</p> <p>Students will then combine and refine successful areas of their project into meaningful ideas to develop into</p>	<p>Personal Investigation: Term 3: Developing ideas and refining techniques.</p> <p>Contextual Links - Artist studies - Analysing artists work</p> <p>Developing Ideas - Sketching designs - Additional photography (Photoshop/PIXLR) - Analysis of ideas - Compare designs</p> <p>Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be executed into an original and creative outcome.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>

	<p>Students will learn about their topic in greater depth through reading, researching, and exploring the history and facts around their theme.</p> <p>Students will also be encouraged to gather experiences linked to their topic by visiting places, galleries, and exhibitions if possible.</p> <p>Observational drawings will be centred around accuracy and confident control of tools, and it is also encouraged that students will take their own primary source photographs.</p> <p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>		<p>Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	works of art.	potential outcomes.	
Tier 3 Vocab						
Assessment	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end

	of the course	of the course	of the course	of the course	of the course	of the course
Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)

Art Key Stage 5 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y13 Concepts	<p>Personal Investigation: Term 4: Developing final ideas and realising intentions in a final piece.</p> <p>Refining Work - Technique samples - Refined studies - Analysis of studies</p> <p>Final Piece Design - Mock-up studies - Process of making - Final piece plan</p> <p>Final Piece - Final process - Final evaluation</p> <p>Project Organisation - Portfolio theme - Presentation methods</p> <p>Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies, and learning how other artists</p>	<p>Personal Investigation: Term 4: Developing final ideas and realising intentions in a final piece.</p> <p>Refining Work - Technique samples - Refined studies - Analysis of studies</p> <p>Final Piece Design - Mock-up studies - Process of making - Final piece plan</p> <p>Final Piece - Final process - Final evaluation</p> <p>Project Organisation - Portfolio theme - Presentation methods</p> <p>Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be</p>	<p>Externally Set Task: Term 5: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p>Recording - Consider themes - Mind map - Project intentions - Topic research - Artist research</p> <p>Experiment - Explore techniques</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>Externally Set Task: Term 5: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p>Development - Artist studies - Sketching designs - Digital designs (Photoshop/PIXLR) - Compare designs - Refined studies</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>Externally Set Task: Term 6: Students research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.</p> <p>Present - Final piece design - Mock-up studies - Making the final piece</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	

	<p>have developed similar ideas and concepts.</p> <p>Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>	<p>executed into an original and creative outcome.</p> <p>Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.</p>				
Tier 3 Vocab						
Assessment	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course 	<ul style="list-style-type: none"> - Live feedback - Written feedback - Self-assessment - Projects are graded summatively at the end of the course
Domain Concepts	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)	Concepts are mapped across all key stages (see classroom posters)

Art Wider Curriculum

Local and Global Context
 Why is our curriculum relevant?
 How does it build understanding of the local area and international Issues?

Holderness Academy Values
 How does your curriculum develop our academy's values of **Aspiration, Resilience, Respect** and **Kindness**

Literacy and Numeracy
 How does our curriculum improve access to the world?

Employability
 How does our curriculum develop employability skills and enable effective planning and choices for the future?

Careers

Year 7

- Aim high starters include local artists and careers information
- Ex students help paint school murals and corridor displays
- Art careers display in each classroom
- Art graduates display in each classroom
- We would like more artists to come in to work with our learners
- Art trips allow students to see professional artwork and learn about careers in the arts

Year 8

- Aim high starters include local artists and careers information
- Ex students help paint school murals and corridor displays
- Art careers display in each classroom
- Art graduates display in each classroom
- We would like more artists to come in to work with our learners
- Art trips allow students to see professional artwork and learn about careers in the arts

Year 9

- Aim high starters include local artists and careers information
- Ex students help paint school murals and corridor displays
- Art careers display in each classroom
- Art graduates display in each classroom
- We would like more artists to come in to work with our learners
- Art trips allow students to see professional artwork and learn about careers in the arts

Year 10

- Aim high starters include local artists and careers information - Local artists work with groups of students
- Y10 students can complete work experience in the dept.
- Ex students help paint school murals and corridor displays
- Art careers display in each classroom
- Art graduates display in each classroom
- We would like more artists to come in to work with our learners
- Art trips allow students to see professional artwork and learn about careers in the arts

Year 11

- Aim high starters include local artists and careers information
- Local artists work with groups of students
- Ex students help paint school murals and corridor displays
- Art careers display in each classroom
- Art graduates display in each classroom
- We would like more artists to come in to work with our learners
- Art trips allow students to see professional artwork and learn about careers in the arts