Long Term Plan Year 7 Art

POP ART

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				Link to subject ethos and driver - Be curious,							
	Unit title	Key knowledge/	Essential skills to acquire	be creative, be reflective,				Opportunity for stretch for			
Half term	POP ART	Content to learn and retain	(subject & generic)	be yourself	Anticipated misconceptions	Links to previous KS2	Links to future KS4	high prior attainers	SMSC & British Values	Cultural Capital	Career Link
				Key terminolog	y to be communica	ted simultaneousl	y throughout less	ons.			
	POP ART	Critical understanding of	Secure knowledge of								
		Andy Warhol. Drawing basic	subject specific keywords								
		shapes in proportion and how to add tone. Colour theory -	including the Formal Elements of Art. Key skills:								
		primary, secondary and	How to create an accurate								
		complementary colours.	outline drawing, mirrored								
			drawing, gridding, tracing, tonal scales and applying						Social: Encourage lessons to allow for open		
			tone. Using lines to create						conversations about		
			a range of different marks						artwork and the work of		
			develops the ability to work independently.			KS1/2 Use a range of materials and techniques			classmates Moral: Be respectful of each other's		
			work independently.		'Art is just pretty pictures'	KS1/2 Use a range of			work and the working		Creative mindset -
			How to write a critical		https://w ww.youtu be.	techniques that link to the	The accurate use of		environment Spiritual:	Literacy starters - H/W	transferable skills.
			study and why it is important / relevant. The		com/w atch?v=v Kjkx6Pzaj	Formal Elements KS1/2	subject specific keywords	Challansing accorder.	Begin the exploration of and learn about oneself.	tasks designed to promote discussions	Architecture, graphic
			use of the colour wheel	Be creative - Experiment,	E Types of drawing (accuracy) Comprehensi on	Look at a range of different artists / architects /	is required for GCSE Art & Design Developm ent of	Challenging secondary source images. High level	their interests and what	about artists/archite	designer, web designer, media, film studies,
			and its importance in Pop	develop, resilience Be	of key words - Formal	designers KS2 Improve	key skills Creating links	exemplars relating to key	enthuses them. Cultural:	cts/designers . Broad	photgrapher, social
			Art.	curious - Critical and contextual studies	Elements & Visual	mastery of art and design techniques	Developing a creative	skills shared to encourage additional refinements.	Explore different	spectrum covered at the teachers discretion.	media manager,
1	POP ART		Secure knowledge of	contextual studies	Principles.	techniques	/personal response.	additional refinements.	ways of working	The course focuses on	advertisement
	FOFARI		subject specific keywords							the building of	
			including the Formal							knowledge blocks that	
			Elements of Art. Key skills: Using lines to create a							are refined and applied	
			range of different marks							to a range of creative problems throughout the	
			develops the ability to							student's time in Art &	
			work independently. Using							Design.	
			composition to guide the creators on how to present							Analysis, understanding	
			their work.							composition and	
			l							creating	
			How to apply their critical study and why it is							links are key components	
			important / relevant. The						Social: Encourage lessons	of the courses.	
			use of the colour wheel						to allow for open	Students	
			and its importance in Pop Art.						conversations about artwork and the work of	learn to	
			AIL.			KS1/2 Use a range of			classmates Moral: Be	appreciate and value	
						materials and techniques			respectful of each other's	images and	
				Be creative - Experiment,		KS1/2 Use a range of techniques that link to the	The accurate use of		work and the working environment Spiritual:	artefacts across times	Creative mindset - transferable skills.
		Looking at compositions by		develop, resilience Be		Formal Elements KS1/2	subject specific keywords		Begin the exploration of	and cultures.	Architecture, graphic
		Andy Warhol and taking		curious - Critical and	Comprehensi on of key	Look at a range of different	is required for GCSE Art &	Challenging secondary	and learn about oneself,	and to	designer, web designer,
		inspiration from his work		contextual studies Be	words - Formal Elements &	artists / architects /	Design Developm ent of	source images. High level	their interests and what	understand	media, film studies,
		Applying new knowledge from colour theory to our new		reflective - Annotate and record Be yourself -	Visual Principles Complement ary vs	designers KS2 Improve mastery of art and design	key skills Creating links Developing a creative	exemplars relating to key skills shared to encourage	enthuses them. Cultural: Explore different	the contexts in which they	photgrapher, social media manager,
2		compositions.		Relate and innovate	Harmonising colour pairs .	techniques	/personal response.	additional refinements.	ways of working	were made.	advertisement

	POPART	Ciritical study and investigation of Nancy Standlee's work. Reapplying knowledge of how to draw basic shapes and look at how to draw cupcakes. Working with mixed media and apply	How to create an accurate outline drawing of a cupcake. Using lines to create a range of different marks develops the ability to work independently. How to write a critical study and why it is important / relevant. The use of the colour wheel and its importance in Pop Art. Skills: Applying new mixed media such as collage, watercolour and 3D design.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself -	What is the point in idea generation if I just like the	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design	The accurate use of subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links Developing a creative	Challenging secondary source images. High level exemplars relating to key skills shared to encourage	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different	across times and cultures, and to understand	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manader,
3		this to our drawings.		Relate and innovate	first drawing that I did?	mastery of art and design techniques	/personal response.	additional refinements.	ways of working		media manager, advertisement
4	POPART	Combining and applying mexis media with Andy Warhol & Peter Blake style composition	Skills: Applying new mixed media such as collage, watercolour and 3D design.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Ensuring that observation skills are taken on board not making up shapes Pattern is a repeating element	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Developm ent of keysikil B Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	across times and cultures, and to understand the contexts in which they	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager, advertisement

Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - will be conception in that it is all record Be yourself - will be conception in that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception that it is all record Be yourself - will be conception and cultures. Arc't he subject specific keywords and cultures, and out one self, their interests and what the contexts photogenes are conception that it is all record Be yourself - will be conception and cultures. Arc't he subject specific keywords and cultures, and culture	
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Analysis, understanding composition and creating links are key composition and value respectful of each other's large contains and each value respectful of each other's large contains and each respectful of each other's large contains and each value respectful of each other's large contains and each value respectful of each other's large contains and each value respectful of each	
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beging Development of designers KS2 Improve mastery of art and design from the finite rest and what record Be yourself - Relate and innovate POP ART What is source material? How do you use the styles and media experimented with to create your own personalised and individualised outcomer? AO4: Present a personal and meaningful response that realises intentions and relations and mediant and media and mediant	Architecture, graphic
POP ART What is source material? How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and realises intentions and realises intentions and realises intentions and recorded to a record Be yourself - Relate and innovate with a variety of art and design to do with drawing were make. Experiment with a variety of mark and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and realises intentions and realises intentions and recorded by our self-end of the building of knowledge blocks that are aliases intentions and realized. In which they were made. Explore different ways of working were made. In which they were made. Skills shared to encourage additional refinements. In which they were made. Fexporse focuses on the building of knowledge blocks that are refineded and plied to a range of creative problems throughout the students time in Art & Design. Analysis, understanding	designer, web designer, media, film studies,
POP ART What is source material? What is source material? How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and Pop Art. Relate and innovate to do with drawing techniques // personal response. additional refinements. ways of working were made. The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding	photgrapher, social media manager,
with a variety of mark and media experimented with to create your own personalised and individualised outcome? A O4: Present a personal and meaningful response that realises intentions and realises	advertisement
How do you use the styles and media experimented with to create your own personalised and including collage, including collage, water colour and 3D design amaningful response that meaningful response that realises intentions and realises intentio	
to create your own personalised and including collage, including collage, watercolour and 3D design and meaningful response that realises intentions and realises intentions are realises intentions and realises intentions are realises intentions and realises intentions a	
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AO4: Present a personal and meaningful response that realises intentions and realises intentions and pot the source of the pot the source of the pot the product of the pot th	
realises intentions and Pop Art. understanding	
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of visual language.	
components	l
Social: Encourage lessons of the courses. to allow for open Students	l
conversations about learn to artwork and the work of appreciate	l
KS1/2 Use a range of classmates Moral: Be and value	l
materials and techniques Pupils can consider their respectful of each other's images and KS1/2 Use a range of own ways of making marks work and the working artefacts Creations of the control of the con	Creative mindset -
Be creative - Experiment, techniques that link to the The accurate use of on a page - other than environment Spiritual: across times tran-	transferable skills.
curious - Critical and What does Pop Art? Pop is Look at a range of different is required for GCSE Art & Challenging secondary and learn about oneself, and to desi	Architecture, graphic designer, web designer,
	media, film studies, photgrapher, social
record Be yourself - onomatopoei a is the only mastery of art and design Developing a creative skills shared to encourage Explore different in which they med	media manager,
6 Relate and innovate part of pop art techniques /personal response. additional refinements. ways of working were made. adversarial advers	advertisement

Long Term Plan Year 8 Art

CUBSIM

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				Link to subject ethos and driver - Be curious,							
	11-444-	Kan kaandadaa/	Cocception obtile to coccie	be creative,				Opposituaitu for atratab for			
Half term	Unit title CUBISM	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	be reflective, be yourself	Anticipated misconceptions	Links to previous KS2	Links to future KS4	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
	•			Key terminolog	y to be communica	ted simultaneousl	y throughout less	ons.	•		
	CUBISM	Critical understanding of	Secure knowledge of								
		Marcia Baldwin. Drawing basic shapes in proportion	subject specific keywords including the Formal								
		and how to add tone. Colour	Elements of Art. Key skills:								
		theory - primary, secondary	How to create an accurate						0		
		and complementary colours. Natural form drawings and	outline drawing applying tone. Using lines to create						Social: Encourage lessons to allow for open		
		applying colour using	a range of different marks						conversations about		
		watercolour	develops the ability to work independently.			KS1/2 Use a range of			artwork and the work of classmates Moral: Be		
			work independently.			materials and techniques			respectful of each other's		
			How to write a critical		'Art is just pretty pictures'	KS1/2 Use a range of			work and the working		Creative mindset -
			study and why it is important / relevant. The		https://w ww.youtu be. com/w atch?v=v Kjkx6Pzaj	techniques that link to the Formal Elements KS1/2	The accurate use of subject specific keywords		environment Spiritual: Begin the exploration of	Literacy starters - H/W tasks designed to	transferable skills. Architecture, graphic
			use of the colour wheel		E Types of drawing	Look at a range of different	is required for GCSE Art &	Challenging secondary	and learn about oneself,	promote discussions	designer, web designer,
			and its importance Art.	Be creative - Experiment,	(accuracy) Comprehensi on	artists / architects /	Design Developm ent of	source images. High level	their interests and what	about artists/archite	media, film studies,
			Fauvism and it's effect in Art.	develop, resilience Be curious - Critical and	of key words - Formal Elements & Visual	designers KS2 Improve mastery of art and design	key skills Creating links Developing a creative	exemplars relating to key skills shared to encourage	enthuses them. Cultural: Explore different	cts/designers . Broad spectrum covered at the	photgrapher, social media manager,
1			746	contextual studies	Principles.	techniques	/personal response.	additional refinements.	ways of working	teachers discretion.	advertisement
	CUBISM	Critical understanding of	Key skills: Using lines to							The course focuses on	
		Pablo Picasso. Investigation into Pablo Picasso and the	create a range of different marks develops the ability							the building of knowledge blocks that	
		art movement of Cubsim.	to work independently.							are refined and applied	
		Creating work inspired by the	Using composition to							to a range of creative	
		artist and movement.	guide the creators on how to present their work.							problems throughout the student's time in Art &	
			.,							Design.	
			How to apply their critical study and why it is							Analysis, understanding	
			important / relevant.							composition and	
			Basic drawing of a guitar							creating	
			and looking at Pablo Picasso's guitar sculpture.							links are key components	
			Monoprinting of guitar						Social: Encourage lessons	of the courses.	
									to allow for open	Students learn to	
									conversations about artwork and the work of	appreciate	
						KS1/2 Use a range of			classmates Moral: Be	and value	
						materials and techniques KS1/2 Use a range of			respectful of each other's work and the working	images and artefacts	Creative mindset -
				Be creative - Experiment,		techniques that link to the	The accurate use of		environment Spiritual:	arteracts across times	transferable skills.
				develop, resilience Be	L	Formal Elements KS1/2	subject specific keywords		Begin the exploration of	and cultures,	Architecture, graphic
				curious - Critical and contextual studies Be	Comprehensi on of key words - Formal Elements &	Look at a range of different artists / architects /	is required for GCSE Art & Design Developm ent of	Challenging secondary source images. High level	and learn about oneself, their interests and what	and to understand	designer, web designer, media, film studies.
				reflective - Annotate and	Visual Principles	designers KS2 Improve	key skills Creating links	exemplars relating to key	enthuses them. Cultural:	the contexts	photgrapher, social
				record Be yourself -	Complement ary vs	mastery of art and design	Developing a creative	skills shared to encourage	Explore different	in which they	media manager,
2				Relate and innovate	Harmonising colour pairs .	techniques	/personal response.	additional refinements.	ways of working	were made.	advertisement

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	CUBISM	Applying watercolour to drawings of guliar, focusing on monochromatic colours and the colour wheel. How does tone impact on a painting? Applying Marcia	Watercolour techniques and shape drawings. Taking inspiration from and applying key features from another artist's work.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself -	What is the point in idea generation if I just like the	artists / architects / designers KS2 Improve mastery of art and design	The accurate use of subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links Developing a creative	Challenging secondary source images. High level exemplars relating to key skills shared to encourage	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager,
3	OLIDIOM	Baldwin's style of working.		Relate and innovate	first drawing that I did?	techniques	/personal response.	additional refinements.	ways of working	were made.	advertisement
4	CUBISM	Designing of 3D guitar	Skills: Applying new mixed media such as collage, watercolour and 3D design.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Ensuring that observation skills are taken on board not making up shapes Pattern is a repeating element	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links Developing ac creative /personal response.	source images. High level exemplars relating to key skills shared to encourage	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager, advertisement

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	CUBISM	What is source material?								The course focuses on	
										the building of	
		How do you use the styles								knowledge blocks that	
		and media experimented with								are refined and applied	
		to create your own								to a range of creative	
		personalised and								problems throughout the	
		individualised outcome?								student's time in Art &	
		AO4: Present a personal and								Design.	
		meaningful response that								Analysis,	
		realises intentions and								understanding	
		demonstrates understanding								composition and	
		of visual language.								creating	
										links are key	
										components	
									Social: Encourage lessons		
									to allow for open	Students learn to	
									conversations about artwork and the work of	appreciate	
						KC1/2 Use a renee of			classmates Moral: Be		
				1		KS1/2 Use a range of materials and techniques		Pupils can consider their	respectful of each other's	and value images and	[
				[KS1/2 Use a range of		own ways of making marks		artefacts	Creative mindset -
				Be creative - Experiment,		techniques that link to the	The accurate use of	on a page - other than	environment Spiritual:	across times	transferable skills.
				develop, resilience Be		Formal Elements KS1/2	subject specific keywords	pen, paint and pencil	Begin the exploration of	and cultures.	Architecture, graphic
				curious - Critical and		Look at a range of different	is required for GCSE Art &	Challenging secondary	and learn about oneself,	and to	designer, web designer,
			Skills: Applying new mixed	contextual studies Be	Using too much water when	artists / architects /	Design Developm ent of	source images. High level	their interests and what	understand	media, film studies,
			media such as collage.	reflective - Annotate and	applying brown tape	designers KS2 Improve	key skills Creating links	exemplars relating to key	enthuses them. Cultural:	the contexts	photgrapher, social
			watercolour and 3D	record Be vourself -	therefore not being able to	mastery of art and design	Developing a creative	skills shared to encourage	Explore different	in which they	media manager,
5			design.	Relate and innovate	form the 3D shape.	techniques	/personal response.	additional refinements.	ways of working	were made.	advertisement
-	OLIDION 4	110	doorg	r tolato ana ilino rato	iom the es enape.	toermiquee	rporconal responses.	additional rollinomonito.	naye or norming		davordoomon
	CUBISM	What is source material?								The course focuses on the building of	
1		How do you use the styles								knowledge blocks that	
		and media experimented with								knowledge blocks that are refined and applied	
		and media experimented with to create your own								knowledge blocks that are refined and applied to a range of creative	
		and media experimented with to create your own personalised and								knowledge blocks that are refined and applied to a range of creative problems throughout the	
		and media experimented with to create your own personalised and individualised outcome?								knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art &	
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		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding				materials and techniques		Pupils can consider their	to allow for open conversations about artwork and the work of	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and	
		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding				materials and techniques KS1/2 Use a range of		own ways of making marks	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts	Creative mindset -
		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding		Be creative - Experiment,		materials and techniques KS1/2 Use a range of techniques that link to the	The accurate use of	own ways of making marks on a page - other than	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual:	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times	transferable skills.
		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding		develop, resilience Be		materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2	subject specific keywords	own ways of making marks on a page - other than pen, paint and pencil	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures,	transferable skills. Architecture, graphic
		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding		develop, resilience Be curious - Critical and		materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different	subject specific keywords is required for GCSE Art &	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself,	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to	transferable skills. Architecture, graphic designer, web designer,
		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding	Skills: Applying new mixed	develop, resilience Be curious - Critical and contextual studies Be	Using too much water when	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects /	subject specific keywords is required for GCSE Art & Design Developm ent of	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand	transferable skills. Architecture, graphic designer, web designer, media, film studies,
		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding	media such as collage,	develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and	applying brown tape	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve	subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural:	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts	transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social
		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding	media such as collage, watercolour and 3D	develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself -	applying brown tape therefore not being able to	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design	subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links Developing a creative	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they	transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager,
6		and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding	media such as collage,	develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and	applying brown tape	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve	subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural:	knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts	transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social

Long Term Plan Year 9 Art

ARCHITECTURE

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver - Be curious, be creative, be reflective, be yourself	Anticipated misconceptions	Links to previous KS2	Links to future KS4	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
	•	•		Key terminolog	y to be communica	ted simultaneous	y throughout less	ons.	•		•
1	ARCHITECTURE	What is perspective How do you draw a basic shapes? How do you apply perspective to basic shapes? How do you apply tone to create 3D effect. What is one point perspective. What is two point perspective. What is two point perspective drawing. Creating a simple one point perspective street drawing. How do you produce an accurrate two point perspective drawing	One point perspective drawing, two point perspective drawing	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies	'Art is just pretty pictures' https://w ww.youtu be. com/w atch?v=v Kjkx6Pzaj E Types of drawing (accuracy) Comprehensi on of key words - Formal Elements & Visual Principles. Not using the ruler effectively in perspective drawings.	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Developm en tof key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	Literacy starters - H/W tasks designed to promote discussions about artists/archite cts/designers . Broad spectrum covered at the teachers discretion.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager, advertisement
2	ARCHITECTURE	Applying perspective rules to drawings of architectural features of buildings examples to include windows, doors, columns and mouldings. Complete creation of simple drawings of buildings showing understanding of perspective and building features from previous lessons. Mixed media carousel. Using different art techniques to create studies of buildings and architectural features. Techniques include mono prints, collage, charcoal	Experimenting in art gives students the ability to explore different medias in depth and apply new skills to further develop work. Use pen and water applying ink and water technique to drawings of architectural features of buildings	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Not adding enough detail to architecture drawings, accuracy of drawings	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager, advertisement

	1		1	1	I	1			1	I	1
3	ARCHITECTURE	John Piper image analysis How does John Piper use colour and line. effectively make use of toopies of previous drawings and add colour throgh the application of paint. "How do you appropriately create a painted image using the ideas seen in John Piper's? How do you effectively make each of the images used link to each other?"	Secure knowledge of subject specific keywords including the Formal Elements of Art. Key skills: How to create an accurate outline drawing, mirrored drawing, gridding, tracing, tonal scales and applying tone. Using lines to create a range of different marks develops the ability to work independently. How to write a critical study and why it is important / relevant.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Pelate and inpovate	only using the edge of cardboard but it will enable students to think outside the box to make their images look like a building. Some students may give up quickly which will need encouragement and further	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	Design Developm ent of key skills Creating links Developing a creative	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional enformements	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were marke	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager, advertisement
		ideas seen in John Piper's? How do you effectively make each of the images used link	develops the ability to work independently. How to write a critical study and why it is		generation if I just like the first drawing that I did? Students will be out of comfort zone creating work only using the edge of cardboard but it will enable students to think outside the	materials and techniques KS1/2 Use a range of techniques that link to the			to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual:	composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times	transferable skills.
3				curious - Critical and contextual studies Be reflective - Annotate and	look like a building. Some students may give up quickly which will need	Look at a range of different artists / architects / designers KS2 Improve	is required for GCSE Art & Design Developm ent of key skills Creating links	source images. High level exemplars relating to key	and learn about oneself, their interests and what enthuses them. Cultural:	and to understand the contexts	designer, web designer, media, film studies, photgrapher, social
	ARCHITECTURE	How do you appropriately create a painted image using the ideas seen in John Piper's? How do you effectively make each of the images used link to each other?			Students will be out of comfort zone creating work only using the edge of cardboard but it will enable students to think outside the box to make their images look like a building. Some students may give up quickly which will need encouragement and further modelling.					The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating limits are key components	
			Skills: Applying new mixed media such as collage, watercolour and acrylic paint	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate		KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager, advertisement

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	ARCHITECTURE	Ian Murphy image analysis								The course focuses on the building of	
		How does Ian Murphy use								knowledge blocks that	
		colour and line. Effectively								are refined and applied	
		make use of fineliner and								to a range of creative	
		water to architectural								problems throughout the	
		drawings. Effectively make								student's time in Art &	
		use of fineliner and water to								Design.	
		architectural drawings								Analysis,	
		_								understanding	
										composition and	
										creating	
										links are key	
									Social: Encourage lessons	components of the courses.	
									to allow for open	Students	
									conversations about	learn to	
									artwork and the work of	appreciate	
						KS1/2 Use a range of			classmates Moral: Be	and value	
1			1	[[materials and techniques	[Pupils can consider their	respectful of each other's	images and	
				1	[KS1/2 Use a range of		own ways of making marks		artefacts	Creative mindset -
			Skills: Applying new mixed			techniques that link to the	The accurate use of	on a page - other than	environment Spiritual:	across times	transferable skills.
			media such as collage,	develop, resilience Be	'Art is just drawing' - pupils	Formal Elements KS1/2	subject specific keywords	pen, paint and pencil	Begin the exploration of	and cultures,	Architecture, graphic
			watercolour and 3D	curious - Critical and	to see that there are other	Look at a range of different	is required for GCSE Art &	Challenging secondary	and learn about oneself,	and to	designer, web designer,
			design. How to write a critical	contextual studies Be reflective - Annotate and	ways in which to mark make, challenge the	artists / architects / designers KS2 Improve	Design Developm ent of key skills Creating links	source images. High level exemplars relating to key	their interests and what enthuses them. Cultural:	understand the contexts	media, film studies, photgrapher, social
			study and why it is	record Be vourself -	misconceptio n that it is all	mastery of art and design	Developing a creative	skills shared to encourage	Explore different	in which they	media manager,
5			important / relevant.	Relate and innovate	to do with drawing	techniques	/personal response.	additional refinements.	ways of working	were made.	advertisement
	ADCUITECTURE	M/hat is secured material?	Cunariment							Th	
	ARCHITECTURE	What is source material?	Experiment with a variety							The course focuses on	
	ARCHITECTURE		with a variety							the building of	
	ARCHITECTURE	What is source material? How do you use the styles and media experimented with	with a variety of mark							the building of knowledge blocks that	
	ARCHITECTURE	How do you use the styles	with a variety of mark							the building of	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and	with a variety of mark making techniques including collage,							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome?	with a variety of mark making techniques including collage, watercolour and 3D design							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art &	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and	with a variety of mark making techniques including collage, watercolour and 3D design Explore the							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis,	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and	with a variety of mark making techniques including collage, watercolour and 3D design Explore the							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? Adv: Present a personal and meaningful response that realises intentions and demonstrates understanding	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? Ad4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of							the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of						Social: Encourage lessons	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of						Social: Encourage lessons to allow for open	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of						to allow for open conversations about	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of						to allow for open conversations about artwork and the work of	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of			KS1/2 Use a range of			to allow for open conversations about artwork and the work of classmates Moral: Be	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of			materials and techniques		Pupils can consider their	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and	
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of	Re creative. Experiment		materials and techniques KS1/2 Use a range of	The accurate use of	own ways of making marks	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts	Creative mindset -
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of	Be creative - Experiment,		materials and techniques KS1/2 Use a range of techniques that link to the	The accurate use of	own ways of making marks on a page - other than	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual:	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times	transferable skills.
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of	develop, resilience Be	What does Pop Art? Pop is	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2	subject specific keywords	own ways of making marks on a page - other than pen, paint and pencil	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures,	transferable skills. Architecture, graphic
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of		What does Pop Art? Pop is short for popular - move	materials and techniques KS1/2 Use a range of techniques that link to the		own ways of making marks on a page - other than	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself,	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times	transferable skills.
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of	develop, resilience Be curious - Critical and	short for popular - move away from the thinking of	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different	subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural:	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to	transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social
	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of	develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself -	short for popular - move away from the thinking of onomatopoei a is the only	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design	subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links Developing a creative	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they	transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social media manager,
6	ARCHITECTURE	How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own	with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of	develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and	short for popular - move away from the thinking of	materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve	subject specific keywords is required for GCSE Art & Design Developm ent of key skills Creating links	own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key	to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural:	the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts	transferable skills. Architecture, graphic designer, web designer, media, film studies, photgrapher, social