

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## Halo Curriculum –Long Term Plan

|  | 2022 - 2023<br>Autumn 1<br>Unit 1  | 2022 - 2023<br>Autumn 2<br>Unit 2  | 2022 - 2023<br>Spring 1<br>Unit 3   | 2022 - 2023<br>Spring 2<br>Unit 4  | 2022 - 2023<br>Summer 1<br>Unit 5  | 2022 - 2023<br>Summer 2<br>Unit 6                       |
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| Year 12<br><br>African Art<br>Arts Award<br>Bronze | <p><u>A: Take part in the arts</u></p> <p><u>Topic: African Art /Tiki art/ day of the dead (throughout the year)</u></p> <p><u>Suggested Suggested Key Questions:</u><br/>What do we notice about the colours we are seeing?<br/>Why are these colours important?<br/>How would you describe African Art?<br/>What do notice about the patterns?</p> <p><u>Key skills and knowledge:</u><br/><b>Drawing and painting skills Use and begin to control a range of media. Draw on different surfaces and coloured paper.</b><br/>Students start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work.<br/>Express an opinion on the work of famous, notable artists and refer</p> | <p><u>A: Take part in the arts</u></p> <p><u>Topic: African Art/ Tiki Art/Day of Dead (throughout the year)</u></p> <p>Experiment: scraffito and chalk<br/>Experiment: clay</p> <p><u>Suggested Suggested Key Questions:</u><br/>What colours will work best?<br/>Why?<br/>How do we apply these colours?<br/>How can we reflect African culture in the colours we choose?<br/>What colours do we link with African culture?<br/>Has is chalk different to oil pastel?<br/>Suggested Suggested Key Questions:<br/>What do we notice about these pots?<br/>How have they been made?<br/>How can we keep our coil pot symmetrical?<br/>How do we join the coils?<br/>What is slip for? Why is it important?</p> <p><u>Key skills and knowledge:</u><br/><b>Fine motor skills</b> Control the types of marks made</p> | <p><u>B: Review an Arts event</u></p> <p><u>Topic: Culture (throughout the year)</u></p> <p>Review of Pitt Rivers/ bmag/Virtual gallery</p> <p><a href="https://www.ikon-gallery.org/learning/schools/activity-packs">https://www.ikon-gallery.org/learning/schools/activity-packs</a></p> <p><u>Suggested Suggested Key Questions:</u><br/>What was the best part of the visit?<br/>What was your favourite piece?<br/>Why? What did you like about it?<br/>Tell me about the artifacts on display.</p> <p><u>Key skills and knowledge:</u><br/><b>Research and presentation</b> Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.<br/>Reflect upon their work inspired by a famous</p> | <p><u>C: Research an artist or crafts person</u></p> <p><u>Topic: African Art (throughout the year)</u></p> <p>Research traditional African art</p> <p><u>Suggested Suggested Key Questions:</u><br/>How can your page reflect African culture?<br/>What makes a successful page composition?<br/>What colours should you use?<br/>How will you apply colour?</p> <p><u>Key skills and knowledge:</u><br/><b>Research and presentation</b> Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.<br/>Students can use inspiration from famous artists to replicate a piece of work</p> <p><b>COMPLETE PAPER WORK C</b></p> | <p><u>D: Pass on a skill</u><br/>Coil pots (or other skill)</p> <p><u>Suggested Key Questions:</u><br/>What will you teach, how do we communicate well?<br/>How will you know if they have understood your instructions?<br/>What you do if they are stuck or if has not worked out right?</p> <p><u>Key skills and knowledge:</u><br/>Student will become more confident using key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine. With support, students will practise and share their learning and skills with others, giving and receiving feedback.</p> <p><b>COMPLETE PAPER WORK D</b></p> | <p>Reflect</p> <p>Teacher personalised targets A- D</p> |

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|  | <p>to techniques and effect; use key vocabulary to demonstrate knowledge and understanding.</p> | <p>with the range of media. Draw on different surfaces with a range of media. experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>Making skills</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art. Use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p><b>COMPLETE PAPER WORK</b><br/>A</p> | <p>notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding</p> <p><b>COMPLETE PAPER WORK</b><br/>B</p> |  |  |  |
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| <p><b>Link to Gatsby Benchmark</b></p> | <p>4. Linking curriculum learning to careers.<br/>Discussion of design process and page composition – key skills needed in graphic design and illustration.</p> | <p>4. Linking curriculum learning to careers.<br/>Discussion of design process and page composition – key skills needed in graphic design and illustration.</p> | <p>4. Linking curriculum learning to careers – ceramics, making and 3d design. Sales and auction.</p> | <p>4. Linking curriculum learning to careers – careers in art gallery and retail<br/><br/>5. Encounters with employers and employees – first hand experience meeting employees of gallery</p> | <p>4. Linking curriculum learning to careers – careers in art gallery and retail<br/><br/>5. Encounters with employers and employees – first hand experience meeting employees of gallery<br/><br/>4. Linking curriculum learning to careers in teaching and support– how to encourage and give positive feedback and advise</p> | <p>4. Linking curriculum learning to careers – artist, designer – understanding importance of design and planning.</p> |
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