

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

Curriculum –Long Term Plan

Arts Award Explore 2025 - 2026

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
Year 12 African Art Award 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></p> <p>What do we notice about the colours we are seeing? Why are these colours important? How would you describe African Art? What do notice about the patterns?</p> <p><u>Key skills and knowledge:</u></p> <p>Drawing and painting skills Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Students start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Express an opinion on the work of famous, notable artists and refer to techniques and</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 Experiment: clay</p> <p><u>Suggested Suggested Key Questions:</u></p> <p>What colours will work best? Why? How do we apply these colours? How can we reflect African culture in the colours we choose? What colours do we link with African culture? Has is chalk different to oil pastel? Suggested Suggested Key Questions: What do we notice about these pots? How have they been made? How can we keep our coil pot symmetrical? How do we join the coils? What is slip for? Why is it important?</p> <p><u>Key skills and knowledge:</u></p> <p>Fine motor skills Control the types of marks made</p>	<p><u>B: Research the work of an artist or crafts person</u></p> <p><u>Suggested Key Questions:</u></p> <p>How can your page reflect the art of this artist? What makes a successful page composition? What colours should you use? How will you apply colour?</p> <p><u>Key skills and knowledge:</u></p> <p>Research and presentation Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Students can use inspiration from famous artists to replicate a piece of work</p> <p>COMPLETE PAPER WORK B</p>	<p><u>C: Creating a piece of Art work</u></p> <p><u>Create a piece of Art work inspired by the artist you explored in part B</u></p> <p><u>Suggested Suggested Key Questions:</u></p> <p>How is your art inspired by the artist looked at in part B</p> <p><u>Key skills and knowledge:</u></p> <p>Research and presentation Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Students can use inspiration from famous artists to replicate a piece of work</p> <p>COMPLETE PAPER WORK C</p>	<p><u>D: Sharing with others what you have enjoyed</u></p> <p>Invite SLT to review your art work? Share in assembly</p> <p>Suggested Key Questions: What have I learnt? What do I like about this piece? How did I make it?</p> <p><u>Key skills and knowledge:</u></p> <p>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>COMPLETE PAPER WORK D</p>	<p>Reflect</p> <p>Teacher personalised targets A- D</p>

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	<p>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>COMPLETE PAPER WORK A</p>				
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Link to Gatsby Benchmark	<p>4. Linking curriculum learning to careers.</p> <p>Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p>4. Linking curriculum learning to careers.</p> <p>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</p> <p>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</p> <p>5. Encounters with employers and employees – first hand experience meeting employees of gallery</p> <p>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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