Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students

6.2 Ether Curriculum –*Long Term Plan*

Arts Award Bronze 2026- 2027 4 lessons weekly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title:A; Take part in the arts **Suggested Key Questions:** Create artwork inspired by the theme culture using a range of media/ techniques (min 2 art works. COMPLETE PAPER WORK A PLAN What range of art forms have you explored, and how do they differ? How do artists communicate meaning through their work? What impact did each experience have on you and why? How can you evaluate the success of an artwork or performance? How can you record your ideas in a more analytical and detailed way? **Key skills and knowledge:** Explore a broad range of art forms with	**Title:** A: Take How can you develop **Suggested Key Questions:** Create artwork inspired by the theme culture using a range of media/ techniques (min 2 art works. Ideas: Experiment: scraffito and chalk Experiment: oil pastel What are sophisticated responses to art? How do different art forms compare in terms of impact and purpose? What makes an arts experience meaningful or memorable? How can you refine your recording methods to show deeper understanding? **Key Skills and Knowledge:** Extend understanding through comparison and evaluation of different art forms. Improve ability to write in detail about artistic experiences, including analysis.	**Title:** B: Review an Arts event Review of Pitt Rivers/ BMAG/VIRTUAL GALLERY https://www.ikon-gallery.org/learning/schools/activity-packs/ Van Gogh Virtual tour. Van Gogh Museum 4K Virtual Tour || Exhibition 'The Potato Eaters' - YouTube or exhibition, gallery/ event or your choice. COMPLETE PAPER WORK B **Suggested Key Questions:** How effective was the arts event in communicating its message? What artistic techniques were used and how successful were they? How would you evaluate the quality of the event overall? Who was the intended audience and how well was this achieved? **Key skills and knowledge:**	**Title:** C: Research an artist or crafts person **Research an Artist or Crafts person, reflect on their life, works and share your response.** COMPLETE PAPER WORK C **Suggested Key Questions:** What makes this artist's work distinctive and significant? How do materials and techniques contribute to meaning? What themes or messages are explored in their work? How does their work compare to others? **Key skills and knowledge:** Conduct independent and focused research on an artist or craftsperson. Analyse artwork in depth, considering visual elements and meaning. Make connections between artist work and wider contexts.	**Title:** D: Pass on a skill Coil pots/ or other art technique/ media COMPLETE PAPER WORK D **Suggested Key Questions:** How can you adapt a skill to suit different learners? What makes teaching effective? How can you evaluate your success as a teacher? How can you improve your communication and leadership skills? **Key skills and knowledge:** Select and teach a complex or refined artistic skill. Plan and deliver a structured and engaging teaching session. Demonstrate strong communication, explanation, and modelling skills. Adapt teaching approaches based on learner needs and responses.	**Title:** **TEACHER SET PERSONALISED TARGETS Targets A – D** **Suggested Key Questions:** To what extent does your portfolio meet Arts Award Bronze criteria? What improvements would significantly raise the quality of your work? How can you demonstrate depth, clarity, and personal engagement? How effectively have you managed your time and progress? **Key Skills and Knowledge:** Critically review all parts (A–D) to ensure completeness and quality. Set and achieve challenging personalised targets. Refine work to show depth, clarity, and strong personal voice. Present a well-organised, professional portfolio. Demonstrate independence in editing, improving, and finalising work.

	increasing depth (visual, performance, digital). Develop the ability to analyse and interpret artistic experiences, not just describe them. Record responses using detailed annotations, sketches, and structured writing. Express informed personal opinions, supported with reasons. Use subject-specific vocabulary confidently (e.g., composition, atmosphere, form).	Demonstrate clear progression in recording and presentation. Show independence in selecting and exploring new experiences. Develop critical thinking skills, moving beyond simple opinions. part in the Arts	Produce a well-structured, analytical review of an arts event. Evaluate the use of artistic elements (e.g., lighting, performance, composition). Develop ability to justify opinions with clear evidence and examples. Use formal and subject-specific language appropriately. Demonstrate understanding of audience and purpose.	Present a balanced review combining research and personal response. Use advanced art vocabulary accurately and confidently.	Reflect critically on teaching effectiveness and outcomes.	Prepare work to meet moderation and assessment expectations.
Link to Gatsby Benchmark	4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design an illustration.	4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.	4. Linking curriculum learning to careers. – ceramics, making and 3d design. Sales and auction.	4. Linking curriculum learning to careers. – careers in art gallery and retail 5. Encounters with employers and employees – firsthand experience meeting employees of gallery	4. Linking curriculum learning to careers. – careers in art gallery and retail 5. Encounters with employers and employees – firsthand experience meeting employees of gallery	4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.