

### Long-term planning for Art

Assessment: In KS4 students are assessed against the universal Set by Exam Boards

YEAR 10/11 – ART & Design On-going projects throughout autumn & spring terms		Externally set component summer term	
Art & Design	Autumn	Spring	Summer
<b>Unit title:</b>	<p><b>Coursework Component 1&amp;2</b></p> <p>C1 A Investigate art and design practice B Generate and communicate art and design ideas.</p> <p>C2 A Develop practical skills through application and review B Record and communicate skills development.</p> <p>C1 /AO1</p> <ul style="list-style-type: none"> <li>• Investigation and research into British Popular culture.</li> <li>• Contextual research into Pop Art movement.</li> <li>• Generate ideas influenced by popular culture and pop art.</li> </ul> <p>C2/AO2</p> <ul style="list-style-type: none"> <li>• Experiment with drawing &amp; painting.</li> <li>• Use of sketchbook to record and review outcomes.</li> </ul>	<p><b>Coursework Component 1&amp;2 continuation</b></p> <p>C1 A Investigate art and design practice B Generate and communicate art and design ideas.</p> <p>C2 A Develop practical skills through application and review B Record and communicate skills development.</p> <p>C1/AO1</p> <ul style="list-style-type: none"> <li>• Generate ideas influenced by popular culture and pop art.</li> </ul> <p>C2/AO3</p> <ul style="list-style-type: none"> <li>• Experiment with drawing, painting, printing, and ceramics 3D sculpture.</li> <li>• Use of sketchbook to record and review outcomes.</li> </ul>	<p><b>Completion of Coursework 1&amp;2 &amp; External set component (Exam)</b></p> <p>C1 A Investigate art and design practice B Generate and communicate art and design ideas.</p> <p>C2 A Develop practical skills through application and review B Record and communicate skills development.</p> <p>C1 /AO1</p> <ul style="list-style-type: none"> <li>• Generate ideas influenced by popular culture and pop art.</li> </ul> <p>C2/AO2-3</p> <ul style="list-style-type: none"> <li>• Experiment with drawing, painting, printing and ceramics 3D sculpture.</li> <li>• Use of sketchbook to record and review outcomes.</li> <li>• Create final outcomes based on ideas generation.</li> </ul>

<p><b>Unit length:</b></p>	<p><b>Mock exam Component 3</b>  This time gives the students an opportunity to experience the exam process within BTEC and work through the 4 activities within the exam and preparation period with confidence.</p> <p>AO1 Demonstrate understanding of client needs and artist through history  AO2 Develop and produce a response to a client brief  AO3 Present a response to a client brief</p> <p>A1 Interpreting a brief  A2 Considering constraints and intentions</p> <p>B1 Working with the client brief  B2 Applying a creative process through different disciplines</p> <p>C1 Reviewing work based on client needs  C2 Presenting own work to a client</p>	<p><b>Real exam Component 3</b> (set task released by exam board on 2<sup>nd</sup> January of each year)</p> <p>A1 Interpreting a brief  A2 Considering constraints and intentions</p> <p>B1 Working with the client brief  B2 Applying a creative process through different disciplines</p> <p>C1 Reviewing work based on client needs  C2 Presenting own work to a client</p>	<p><b>Completion of Component 3 exam work submitted to exam board</b></p> <p>AO1 Demonstrate understanding of client needs  AO2 Develop and produce a response to a client brief  AO3 Present a response to a client brief</p>
<p><b>Key concepts:</b></p>	<p><b>Coursework Component 1&amp;2</b></p> <p>C1  A Investigate art and design practice  B Generate and communicate art and design ideas.</p> <p>C2  A Develop practical skills through application and review  B Record and communicate skills development.</p>	<p><b>Coursework Component 1&amp;2</b></p> <p>C1  A Investigate art and design practice  B Generate and communicate art and design ideas.</p> <p>C2  A Develop practical skills through application and review  B Record and communicate skills development.</p>	<p><b>Coursework Component 1&amp;2</b></p> <p>C1  A Investigate art and design practice  B Generate and communicate art and design ideas.</p> <p>C2  A Develop practical skills through application and review  B Record and communicate skills development.</p>

	<p>C1 /AO1</p> <ul style="list-style-type: none"> <li>Investigation and research into British Popular culture.</li> <li>Contextual research into Pop Art movement.</li> <li>Generate ideas influenced by popular culture and pop art.</li> </ul> <p>C2/AO2</p> <ul style="list-style-type: none"> <li>Experiment with drawing &amp; painting.</li> <li>Use of sketchbook to record and review outcomes.</li> </ul>	<p>C1/AO1</p> <ul style="list-style-type: none"> <li>Generate ideas influenced by popular culture and pop art.</li> </ul> <p>C2/AO3</p> <ul style="list-style-type: none"> <li>Experiment with drawing, painting, printing and ceramics 3D sculpture.</li> <li>Use of sketchbook to record and review outcomes.</li> </ul>	<p>C1 /AO1</p> <ul style="list-style-type: none"> <li>Generate ideas influenced by popular culture and pop art.</li> </ul> <p>C2/AO2-3</p> <ul style="list-style-type: none"> <li>Experiment with drawing, painting, printing and ceramics 3D sculpture.</li> <li>Use of sketchbook to record and review outcomes.</li> <li>Create final outcomes based on ideas generation.</li> </ul>
<p><b>Media form:</b></p>	<p><b>Mock exam Component 3</b> This time gives the students an opportunity to experience the exam process within BTEC and work through the 4 activities within the exam and preparation period with confidence.</p> <p>AO1 Demonstrate understanding of client needs and artist through history AO2 Develop and produce a response to a client brief AO3 Present a response to a client brief</p> <p><b>Subject Content:</b> A1 Interpreting a brief A2 Considering constraints and intentions</p> <p>B1 Working with the client brief B2 Applying a creative process through different disciplines</p> <p>C1 Reviewing work based on client needs C2 Presenting own work to a client</p>	<p><b>Real exam Component 3</b> (set task released by exam board on 2<sup>nd</sup> January of each year)</p> <p>AO1 Demonstrate understanding of client needs AO2 Develop and produce a response to a client brief AO3 Present a response to a client brief</p> <p>A1 Interpreting a brief A2 Considering constraints and intentions</p> <p>B1 Working with the client brief B2 Applying a creative process through different disciplines</p> <p>C1 Reviewing work based on client needs C2 Presenting own work to a client</p>	<p><b>Completion of Component 3 exam work moderated &amp; submitted to exam board</b></p> <ul style="list-style-type: none"> <li>Experiment with drawing, painting, printing, and ceramics 3D sculpture.</li> <li>Use of sketchbook to record and review outcomes.</li> <li>Create final outcomes based on ideas generation.</li> </ul>

<b>End points covered:</b>	<p>Confidently critique, analyse and discuss Art &amp; Design in visual, written, and oral forms. <i>(Develop)</i></p> <p>Fluency and confidence in the use of Art &amp; Design media demonstrating a sound understanding of the materials and techniques used. <i>(Refine)</i></p> <p>Record ideas, observations, and insights relevant to intentions as work progresses. <i>(Record)</i></p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <i>(Present)</i></p>		
<b>Key vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• <b>Scale</b></li> <li>• <b>Mark making</b></li> <li>• <b>Overlap</b></li> <li>• <b>Underlap</b></li> <li>• <b>Background</b></li> <li>• <b>Foreground</b></li> <li>• <b>Tone</b></li> <li>• <b>Tonal scale</b></li> <li>• <b>Graphite</b></li> <li>• <b>Geometric shapes</b></li> <li>• <b>3D shapes</b></li> <li>• <b>Blending</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• <b>Scale</b></li> <li>• <b>Primary and secondary colours</b></li> <li>• <b>Texture</b></li> <li>• <b>Blending</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> <li>• <b>Textiles</b></li> <li>• <b>Tertiary colours</b></li> <li>• <b>Colour wheel</b></li> <li>• <b>Primary and secondary colours</b></li> <li>• <b>Texture</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Slabbing</b></li> <li>• <b>Coiling</b></li> <li>• <b>Slip</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> <li>• <b>Line</b></li> <li>• <b>Fibre</b></li> <li>• <b>Weaving</b></li> <li>• <b>Needles</b></li> <li>• <b>Thread</b></li> <li>• <b>Sewing scissors</b></li> <li>• <b>Collage</b></li> <li>• <b>Mixed Media</b></li> <li>• <b>Large scale</b></li> </ul>
<b>National Curriculum content:</b>	<ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> </ul>

	<ul style="list-style-type: none"><li>• To increase their proficiency in the handling of different materials</li><li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li></ul>	<ul style="list-style-type: none"><li>• To increase their proficiency in the handling of different materials</li><li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li><li>• About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.</li></ul>	<ul style="list-style-type: none"><li>• To increase their proficiency in the handling of different materials</li><li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li><li>• About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.</li></ul>
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