

OCL Art Curriculum: Long Term Plan

Year 7: Experience, observe, understand. **The formal elements** - Developing art language to tell stories

‘Learn the rules like a pro, so you can break them like an artist.’ Pablo Picasso

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title – the foundations	Line Tone Texture (Shape Form Mark-making) Key concepts: #1 #2	Texture Shape Colour (Proportion Scale) Key concepts: #1 #2	Colour Pattern Composition Key concepts: #1 #2 #3	Colour Pattern Composition Key concepts: #2 #3	Form Perspective (3D elements) Key concepts: #1 #2 #3	Form: Simple relief Key concepts: #1 #2 #3 #4
Thinking T	Observe and investigate formal elements Recognise and describe how to use line, tone and mark making(texture)	Identify and describe formal elements Recognise how artists have used formal elements	Analyse and evaluate formal elements Decode intention, purpose and aesthetic	Understand formal elements Describe how artists have used formal elements	Articulate how the use of formal elements in the work of others relates to their own. Consider the ‘story’	Articulate using key terminology. Articulate the ‘story’ in their own work using art language
Exploring E	Drawing/printing skills	Drawing/painting skills Colour theory Application of colour theory	Application of colour theory Pattern making Develop and refine ideas	Experience different materials and methods Use photography	‘Drawing’: from different viewpoints (Ceramic) building	(Ceramic) building skills
Recording R	Use different tools Describe ideas using subject terminology – ‘what’ – using the language	Use different tools Describe colour and relative intention Describe ideas using subject terminology	Use different tools Describe ideas using subject terminology – ‘how’	Use different tools representative of intentions. Describe ideas using subject terminology	Use different tools Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’	Evaluate and review work. Use key terminology in describing, interpreting and evaluating work
Making M	Record ideas and investigations Evaluate response	Develop an outcome Evaluate response	Develop a series of ideas Select an idea to resolve Develop outcome Evaluate response	Record ideas, investigations and refinements Devise and make outcomes (multiples) Evaluate response	Record ideas, investigations and refinements Devise, select, develop and make an outcome Evaluate response	Record ideas, investigations and refinements Demonstrate clarity in decision making Make outcomes Evaluate response
Oasis 9 habits	Patient – learning new skills Self-controlled – using new skills, techniques and ideas in a controlled way	Patient Self-controlled Considerate - Working sustainably/mindful of waste and sharing resources	Patient Self-controlled Considerate Forgiving (of own mistakes) – overcoming barriers and ‘mistakes’ with grace and resolve	Patient Self-controlled Considerate	Patient Self-controlled Considerate	Self-controlled Humble – recognising and appreciating successes in others outcomes, celebrating others
Links and resources Sustainable Development Goals	Knowledge organiser www.blackhistorymonth.org.uk	Knowledge organiser 	Knowledge organiser 	Knowledge organiser 	Knowledge organiser www.un.org/en/observances/creativity-and-innovation-day	Knowledge organiser
Tracking progression	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points					

Year 8: Investigate, explore, express. **Identity** – The language of expression – symbolism, culture, belonging and difference

‘The thing that's important to know is that you never know. You're always sort of feeling your way.’ Diane Arbus

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title - Identity	Culture Symbols Stories Key concepts: #4 #3 #1	Culture Symbols Stories Key concepts: #6 #4 #3	The world and me Key concepts: #6 #4	The world and me Key concepts: #6 #5 #4	Making sense Key concepts: #6 #5 #4	Making sense Key concepts: #6 #5 #4
T	Investigate work from Western and non-western cultures. Decipher meaning or cultural significance	Explore and compare work from Western and non-western cultures. Decipher meaning or cultural significance	Investigate work from traditional, modern and contemporary sources. Decode works of art and decipher meaning, messages and stories. Consider place/ responsibilities	Explore and compare work from traditional, modern and contemporary sources. Decode works of art and decipher meaning, messages and stories Consider place/responsibilities	Articulate how symbols, conventions and messages in the work of others relates to their own Consider the ‘story’ in their work using art language	Articulate how the conventions, symbols and messages in the work of others relates to their own using key terminology. Articulate the ‘story’ in their own work using art language
E	Exploring 2D skills/techniques and drawing skills	Developing 2D/3D materials/(3D making skills)	Exploring materials and methods and drawing skills	Exploring materials and methods and ‘drawing’ skills	Applying materials and methods ‘drawing’ skills	Applying materials and methods and drawing skills
R	Use different tools. Describe ideas using subject terminology – ‘what’ – using the language Demonstrate understanding of source material	Use different tools Describe ideas using subject terminology Demonstrate understanding of source material	Use different tools Describe ideas using subject terminology – ‘how’. Demonstrate understanding of source material	Use different tools Describe ideas using subject terminology. Demonstrate understanding and relevance of source material	Use different tools– responding to a starting point. Describe and evaluate ideas using subject terminology Demonstrate understanding and use of source material	Evaluate and review work. Use key terminology in describing, interpreting and evaluating work. Demonstrate understanding and use of source material
M	Record ideas and investigations Evaluate response	Develop an outcome Evaluate response	Develop a series of ideas. Select an idea to resolve. Develop an outcome	Record ideas, investigations and refinements Devise and make outcomes	Record ideas, investigations and refinements Devise, develop, make outcome	Record ideas, investigations and refinements Make outcomes
Oasis 9 habits	Considerate – thinking about heritage, traditions and ideas less familiar Joyful – experiencing ‘playing’ with ideas and ways of working	Considerate Joyful	Considerate – thinking about personal and collective responsibilities in our environment Humble – thinking about others through explorations of ideas	Considerate Humble Honest – recognising where we can do more for ourselves and others	Honest Compassionate – thinking about personal and collective responsibilities to ourselves and others’ wellbeing	Compassionate Honest Hopeful – recognising how our actions can have a positive impact
Links and resources	Knowledge Organisers  www.blackhistorymonth.org.uk	Knowledge Organisers 	Knowledge Organisers 	Knowledge Organisers  www.wildlifeday.org www.worldaidsday.org www.un.org/en/observances/human-rights-day	Knowledge Organisers 	Knowledge Organisers  www.worldenvironmentday.global
Sustainable Development Goals						
Tracking progression	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points					

Year 9: Discover, decide, demonstrate. **The Big Questions** – the story of art – a window on the world

‘Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.’ Marcus Aurelius

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title – the big questions	Value in unequal measure Key concepts: #6 #7	Value in unequal measure Key concepts: #6 #7	Context is everything Key concepts: #8 #7 #6	Context is everything Key concepts: #8 #7 #6	A sense of place Key concepts: #9 #8	A sense of place Key concepts: #9 #8
T	Investigate - questions of works of art/decipher meaning or cultural significance: What is Art/What makes a work valuable/What is the relationship of Art to society?	Reflect on the qualities of their own work: What do they value about the process of making art/ Which of their own pieces do they value most and why/ What makes their work valuable/ How does their audience value their work?	Investigate how meaning in artwork is subject to change dependent on circumstance through exposure to works from different times, cultures and mediums: Which artworks are immediately familiar/ Why/Why might they hold great significance to others?	Reflect on how our society affects how we notice, view and respond to work: Influences/societal factors/time/fashion	Investigate art as evidence of a time, place, event. Investigate the place of art in our modern world and its significance to individuals, society and global conversations. Consider site specific work and its significance/ relationship to ‘modern’ values	Reflect on how art is used to reflect and deflect opinion, how artists respond to social and political events of their time and ask questions of themselves and others through their work. Consider the qualities in their own work which challenge, surprise or reinvent ideas
E	Exploring 2D skills/techniques and drawing skills	Developing 2D/3D materials	Exploring materials and methods and drawing skills	Exploring materials and methods drawing skills	Applying materials/methods drawing skills	Applying materials/methods drawing skills
R	Use different tools. Describe ideas using subject terminology – ‘what’ – using the language. Demonstrate understanding of source material	Use different tools Describe ideas using subject terminology. Demonstrate understanding of source material	Use different tools Describe ideas using subject terminology – ‘how’. Demonstrate understanding of source material	Use different tools Describe ideas using subject terminology. Demonstrate understanding and relevance of source material	Use different tools– responding to a starting point. Describe and evaluate ideas Demonstrate understanding and use of source material	Evaluate and review work. Use key terminology in describing, interpreting and evaluating work Demonstrate understanding and use of source material
M	Record ideas and investigations with increasing levels of competence and intention. Evaluate response	Develop an outcome using techniques and skills practiced with competence and fluency of intention. Evaluate response	Develop a series of ideas Select an idea to resolve. Develop an outcome	Record ideas, investigations and refinements Devise and make outcomes	Record ideas, investigations and refinements Devise, develop and make an outcome	Record ideas, investigations and refinements demonstrating clarity in decision-making. Make outcomes
Oasis 9 habits	Considerate Honest Self-controlled	Considerate Honest Self-controlled	Honest Forgiving	Honest Forgiving	Compassionate Joyful	Compassionate Joyful
Links and resources Sustainable Development Goals	Knowledge Organisers www.blackhistorymonth.org.uk www.mentalhealth.org.uk/campaigns/world-mental-health-day	Knowledge Organisers www.un.org/en/observances/tolerance-day	Knowledge Organisers www.un.org/en/observances/social-justice-day www.hmd.org.uk	Knowledge Organisers www.wildlifeday.org www.worldaidsday.org www.un.org/en/observances/human-rights-day	Knowledge Organisers www.un.org/en/observances/creativity-and-innovation-day	Knowledge Organisers www.worldenvironmentdayglobal
Tracking progression	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points					

Tracking progression	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1	Students will sit a 5hr practice exam in exam conditions and will select with guidance how best they will use this time. Portfolio will be marked in accordance with AQA GCSE criteria and shared with students. Students will be able to review and refine this work through guided and independent homework tasks and extra-curricular sessions
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Year 11: Reflect, refine, resolve. **The Cusp** – an individual perspective

‘I saw the angel in the marble and I carved until I set him free.’ Michelangelo

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title –	Consolidation of coursework elements – drawing, painting, printmaking Key concepts: #5 #6 #7	Consolidation of coursework elements – making, analysis and evaluation Key concepts: #8 #9	Externally set assignment (exam) paper - investigating and recording Key concepts: #1 #4 #3	Externally set assignment (exam) paper – developing and recording Key concepts: #6 #9	Externally set assignment exam sessions held	
Investigating contextual references/ critical thinking	Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own	Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own	Students will respond to their selected theme from the externally set assignment (exam paper). Students will select one theme on which they will select and analyse the work of artists/designers/craftspeople.	Students will respond to their selected theme from the externally set assignment (exam paper). Students will expand independently on the work done in Spring 1 to enable them to develop ideas for the personal response that they will produce in the 10 hr session	Exam preparation – ensuring that all ideas, materials and resources are ready and prepared for the 10hr session	

Media/materials/ techniques /processes	Students will select materials and processes relevant to their portfolio journey	Students will use and explore materials and processes relevant to their portfolio journey	Students will select materials and processes relevant to their chosen area of study from the externally set assignment. Students will experiment with a variety of appropriate materials and processes to explore their intentions researching their chosen ESA theme making links to their selected artists and ways of working	Students will select, explore and develop ideas from primary sources materials and processes relevant to their chosen area of study from the externally set assignment	Students will select and practice with materials and processes relevant to their chosen area of study in preparation for the 10hr exam	
Recording ideas	Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others	Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others	Students will complete drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others researching their chosen ESA theme	Students will refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas	Students will continue to refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas	
Personal response/realising intentions	Complete personal responses in portfolio	Complete personal responses in portfolio. Refine elements of work in preparation for submission	Explore ideas, materials and way of working in response to chosen theme	Prepare to create 'personal response'	Complete a 'personal response' in exam conditions	
Oasis 9 habits	Self-controlled/Patient/Hopeful/Humble	Self-controlled/Patient/Hopeful	Self-controlled/Patient/Hopeful	Self-controlled/Patient/Hopeful	Self-controlled/Patient/Hopeful /Joyful!	
Links and resources	www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206		www.aqa.org.uk/subjects/art-and-design-8201-8206			
Sustainable Development Goals						
Tracking progression	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1/2/3/4, Component 1	Students will sit a 5hr practice exam in exam conditions and will select for themselves how best they will use this time. Portfolio will be given a revised mark in accordance with AQA GCSE criteria and shared with students.	Students will have their externally set assignment assessed in accordance with AQA GCSE criteria	Students will have their externally set assignment assessed in accordance with AQA GCSE criteria using assessment Objectives 1/2/3, Component 2. They will use these to prepare for a personal response	Students will sit a 10hr exam (normally over a two-day period) in to which they will be able to take all of their exam preparation materials. Students will work in	

		Students will be able to review and refine this work through guided and independent homework tasks and extra-curricular sessions		(AO4) which they complete in the 10hr exam	exam conditions and will be entirely independent	
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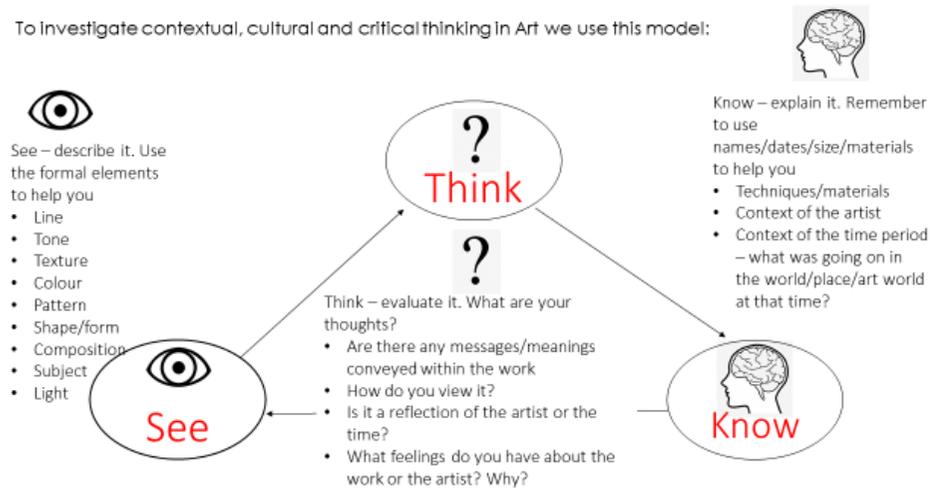
A R T C O N C E P T S		
TRADITIONAL	MODERN	CONTEMPORARY
CONVENTION Artists use forms genres, themes and meanings that are passed on from generation to generation	ORIGINALITY An artist is an individual who creates something new and personal without relying on previous work	COLLABORATION Art is a social process in which people work together, sharing ideas and allowing new forms to emerge
CRAFT Art uses skilful techniques that can be taught and which produce reliable, predictable outcomes	MEDIUM Art works through particular mediums like painting, drawing and sculpture. Mediums combine materials and conventions	PRACTICE Art can't be confined to established forms, mediums and materials. Anything can become art. Art and life are blurred
IMITATION Artists copy the work of their predecessors. They copy nature too. The tension here is interesting	EXPERIMENTATION Artists try out unexpected moves and test them directly against experience, finding new standards of success	DECONSTRUCTION Art breaks down familiar boundaries. It raises questions and challenges all established ideas and conventions

*Fig.1

Neil Walton, Subject Leader for PGCE Art & Design at Goldsmiths, University of London

(N.B. the conceptual scheme presented here owes much to Thierry de Duve's brilliant analysis of art education, 'When Form Has Become Attitude and Beyond' (1994) <https://readings.design/PDF/ThierrydeDuveFormAttitude.pdf>)

To investigate contextual, cultural and critical thinking in Art we use this model:



*Fig.2

A model developed to aid students in decoding a work of art