

CREATIVE ARTS LONG TERM PLAN 2021 - 2022

SUBJECT: **Creative Arts**

END GOAL		What qualification does this lead to at KS4? GCSE PHOTOGRAPHY, ART & GRAPHIC DESIGN (OCR Art & Design specification) Can they continue studying this at KS5, if so what is the course? Yes at 'A' Level Photography and Art				Exam board hyperlink: https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/
SMSC		SPIRITUAL = SP "Explore beliefs & experience, respect values, discover oneself and the surrounding world, use imagination & creativity, reflect" A SENSE OF AWE & WONDER	MORAL = M "Recognise right and wrong, understand consequence, investigate moral and ethical issues, offer reasoned views" CARE & VALUE THE ENVIRONMENT	SOCIAL = SO "Use social skills in different contexts, work well with others, resolve conflict, understand how communities work" WORKING AS PART OF A TEAM	CULTURAL = C "Appreciate cultural influences, participate in culture opportunities, understand, accept, respect and celebrate diversity" UNDERSTANDING DIFFERENCES	
LONG TERM PLAN No. of lessons	SMSC	Acquired knowledge – build in opportunities to revisit & sequence carefully	Acquired Skills – embed, revisit and build in checks to ensure they have acquired them Discussion, analysis & sharing ideas		PR Assessment – What have they learnt and remembered?	Extra- curricular links: <ul style="list-style-type: none">School valuesCEIAG, TripsLinks to local contextWorking across subjects
Year 7 Term 1 15 weeks	<p>SP = Develop ideas through creativity and independent thinking. All students will be inspired by illustration and the properties of line and pattern.</p> <p>SO = Students are able to understand and respond to different aesthetic experiences by sharing a variety of media and experimenting with techniques.</p> <p>C = By showing a willingness to participate and respond to visual stimuli, showing understanding of the artistic qualities</p>	<p>September – December</p> <p>Year 7 will be concerned with teaching the formal elements of art, design and composition. Creative arts will be the focus for all lessons which will be embedded throughout years 7 - 9</p> <p>ILLUSTRATION</p> <p>NEW SKILL</p> <p>Monochromatic work in dry media will be the focus through:</p> <ul style="list-style-type: none">Understanding of designFormal elementsGeometric and organic lineTextIllustration & Graphic designUnderstanding of designers and photographers work <p>NEW SKILL</p> <p>Colour design work Colour theory & complementary colours</p>	<p>September – October</p> <p>ILLUSTRATION</p> <p>NEW SKILL</p> <p>Skills in:</p> <ul style="list-style-type: none">Line – weightPattern, repeat, detailCompositionShapeTextDesign in context <p>TASK: Students will complete 2 outcomes based on Hairstyles OR Font Design</p> <ol style="list-style-type: none">Illustration - Drawing patterns with monochromatic lineApply watercolours to hair illustration. <p>Basic Photoshop skills using text on their own line drawings</p>		<p>PR1: 2nd December</p> <p>ILLUSTRATION</p> <p>Students should show an understanding of:</p> <ol style="list-style-type: none">The formal elements of designApplication of mediaUnderstanding of presentationBasic Photoshop skillsPresentation <p>These components will be assessed through the final outcome and supporting preparatory work.</p>	<p>Use Unifrog to showcase Graphic design Photography as a career, show videos of practicing photographers and university courses to increase engagement and understanding of future career paths.</p> <p>Subject links to:</p> <ul style="list-style-type: none">Maths - through geometryArt – media application, weight of line and colour theoryGraphics – design and illustrationICT – Photoshop, Google drive and image upload <p>Values – resilience, working hard and independence</p>

	of work through annotation.		<i>Discussion: How does line vary and how can you apply this to design work? Take Inspiration from peers and display</i>		
Year 7 Term 2 10 weeks	<p>SP & C = Students can reflect on abstraction, their environment and surroundings through artists' work, Students develop aesthetic appreciation for art and artists using the themes given for study. Students are encouraged to experiment with ideas, trusting in their own judgements, being given the freedom to use resources that are available to show their creativity. They reflect on those experiences by annotating and assessing their own work.</p> <p>M = By understanding the strict design brief given to them, reflecting on the need for rules in design work.</p>	<p><u>January – March</u></p> <p>RELIEF / COLLAGE</p> <p>NEW SKILL</p> <p>Colour work in dry media will be the focus through:</p> <ul style="list-style-type: none"> • Colour in design • Abstraction • Mixed media • Relief and Collage • Understanding of Ben Nicholson or Henri Matisse's work 	<p><u>January - March</u></p> <p>RELIEF / COLLAGE</p> <p>RECAP/EMBEDDING Skills in:</p> <ul style="list-style-type: none"> • Composition • Shape & form • Pattern • Design in context • Oil pastel application • Dexterity and Motor control • Colour theory • Complementary colour <p>TASK: Students will complete 1 project:</p> <ul style="list-style-type: none"> • Ben Nicholson relief or Henri Matisse Collage using complementary colours. <p><i>ion: how do we consider the environment when designing for location. Where in school would your design work?</i></p>	<p><u>PR2: 16th March</u></p> <p>RELIEF / COLLAGE</p> <p>Students should show an understanding of:</p> <ol style="list-style-type: none"> 1. Colour theory 2. Application of media 3. Ben Nicholson/ Henri Matisse work 4. Understanding of composition 5. Presentation <p>These components will be assessed through the final outcome and supporting preparatory work.</p>	<p>Subject links to:</p> <ul style="list-style-type: none"> • Art – media application and colour theory • Maths – tessellation, angles, measurement, symmetry and geometry <p>Values – consideration of environment within design ideas, respect and resilience</p> <p>Tate Modern – to see Ben Nicholson work and other relief artists work</p>
Year 7 Term 3 12 weeks	<p>MO & SO = Use local area as an influence and Using imagination, creativity, pattern colour, create art the style of artists</p> <p>SP = development is shown in their interest and enjoyment in learning about art and producing art for themselves.</p> <p>C = Understand what influenced artists' ideas</p>	<p><u>April – July</u></p> <p>ART</p> <p>RECAP/EMBEDDING knowledge in:</p> <ul style="list-style-type: none"> • Colour theory • Pattern • Line • Mixed media • Design • Text and fonts • Abstraction <p>NEW SKILL</p>	<p><u>April - July</u></p> <p>ART</p> <p>RECAP/EMBEDDING skills in:</p> <ul style="list-style-type: none"> • Application of media • Mixed media • Composition • Observation drawing • Perspective <p>TASK: Hundertwasser stamp design based on school site OR Henri Matisse inspired Abstract composition</p>	<p><u>PR3: 29th June</u></p> <p>ART</p> <p>Students should show an understanding of:</p> <ol style="list-style-type: none"> 1. Hundertwasser or Matisse's work 2. Application of colour and mixed media 3. Understanding of composition 	<p>Location photography Possible visit to Rushden architecture to photograph for compositions</p> <p>Photography on school site OR Home for design work</p>

	and beliefs with regards to architecture and their local environment.	<ul style="list-style-type: none"> ● Google Drive and importing images between phones and school ● Understanding of Henri Matisse OR Hundertwasser's work 	<ul style="list-style-type: none"> ● <i>Use own photography and abstraction to make a composition in the style of Hundertwasser or Matisse, add text or colour with PS</i> 	<p><i>These components will be assessed through the final outcome and supporting preparatory work.</i></p>	<p>Values -resilience, respecting the environment and teamwork</p>
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