		Cycle A LTP for KS3 art		
		Y7&Y8		**Y9**
		LA	**HA**	**Curriculum offer for the core of learners**
Autumn	**Key area of understanding**	**- Colour** • Colour theory • Colour mixing • Painting • Exploring and developing ideas	**- Colour** • Colour theory • Colour mixing • Painting • Exploring and developing ideas	**- Form/space** • 2D/3D • Sculpture • Use of different materials • Exploring and developing ideas
	Knowledge & skills development	- Identify and name primary/secondary colours - Know and use the names of different tools that bring colour - Observe and mix colours - Apply colour with a range of tools - Describe how great artists mixed and applied paint - Explore the work of contemporary artists	- Identify and name primary/secondary/tertiary colours - Know and use the names of different tools that bring colour - Mix colours to match e.g. a natural object. - Apply colour with a range of tools/techniques - Describe, compare, evaluate how great artists mixed and applied paint - Explore the work of contemporary artists	- Know the difference between 2D/3D - Observe, identify, describe, and compare materials in artist's work. - Compare man-made and natural materials - Describe, analyse and compare the use of texture within different sculptor's work - Manipulation/joining of different materials - Explore a range of different materials that can be used to construct/build/model.
Spring	**Key area of understanding**	**– Shape** • Drawing • 2D/3D • Collage • Exploring and developing ideas	**– Shape** • Drawing • 2D/3D • Collage • Exploring and developing ideas	**- Digital media** • Use of ICT • Photography • Exploring and developing ideas
	Knowledge & skills development	- Identify and name 2D/3D shapes - Find shapes in the environment - Observe/describe the use of shapes in Art work - Observe/identify/describe shapes in artist's work - Use a range of techniques (drawing, printing, collage, 3D work).	- Identify and name features of 2D/3D shapes - Complete observational drawings - Describe/analyse/compare the use of shapes in Art work - Identify/describe/compare shapes in artist's work - Explore shapes using a range of techniques (drawing, printing, collage, 3D work).	- Observe/describe/compare a range of digital Art images - Use computer paint programmes/ICT mark making tools to create images - Explore formal elements using digital media - Use/compare a range of different digital processes to make Art - Explore the use of photography and know how it is used in Art - Use of photo editing software
Summer	**Key area of understanding**	**– Texture** • Textiles • Printmaking • Use and manipulation of different materials • Exploring and developing ideas	**– Texture** • Textiles • Printmaking • Use and manipulation of different materials • Exploring and developing ideas	**– My own project** • Plan • Develop • Evaluate
	Knowledge & skills development	- Feel and describe different textures - Observe and describe the use of texture within artists' work - Name materials that are used to create texture - Use a range of techniques (printing, frottage, weaving). - Know how to manipulate materials to create different textures.	- Describe and compare textures - Observe, describe, analyse and compare the use of texture within different artists' work. - Use and evaluate a range of techniques (printing, frottage, weaving). - Understand how artists manipulate materials to create texture in a range of artworks - Use of texture to convey emotion/feeling in own work	- Identify strengths in own work - Make a simple plan/design about how to create a piece of work - Develop ideas for art work - Identify and use formal elements - Use the work of other artists - Review and say what they and others have done and say what they think and feel about it e.g annotate sketchbook

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		Cycle B LTP for KS3 art		
		Y7&Y8		**Y9**
		LA	**HA**	**Curriculum offer for the core of learners**
Autumn	**Key area of understanding**	**– Line** • Drawing • Mark-making • Painting • Exploring and developing ideas	**– Line** • Drawing • Mark-making • Painting • Exploring and developing ideas	**- Form/space** • 2D/3D • Sculpture • Use of different materials • Exploring and developing ideas
	Knowledge & skills development	- Know the vocabulary to describe different types of lines - Use of digital technology to create different lines - Experiment with line - Match lines. - Imitate circular/horizontal/vertical strokes. - Use of different tools to produce different lines. - Extend and express drawings using a developing understanding of line. - Use and express line to represent a landscape and water. - Observe and describe the use of pattern within artists' work.	- Know and use the vocabulary to describe different types of lines. - Draw lines with increased skill, awareness and control. - Develop continuous line drawing, developing control, expression, shape, form and detail. - Adapt the techniques of other artists to create abstract drawings. - Create portraits by controlling and defining use of line for expression. - Articulate deepening knowledge of line to create portraits - Use knowledge of lines of symmetry to help draw accurate shapes. - Observe, describe, analyse and compare the use of line within different artists' work.	- Know the difference between 2D/3D - Observe, identify, describe, and compare materials in artist's work. - Compare man-made and natural materials - Describe, analyse and compare the use of texture within different sculptor's work - Manipulation/joining of different materials - Explore a range of different materials that can be used to construct/build/model.
Spring	**Key area of understanding**	**– Pattern** • Collage • Print-making • Exploring and developing ideas	**– Pattern** • Collage • Print-making • Exploring and developing ideas	**- Digital media** • Use of ICT • Photography • Exploring and developing ideas
	Knowledge & skills development	- Understand patterns in nature from observation. - Make patterns in a range of materials to develop understanding. - Design and create own patterns. - Copy patterns. - Identify and relate manmade and natural repeating patterns. - Use a range of techniques to express the knowledge of repeating and nonrepeating pattern. - Use a variety of materials to print with. - Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. - Make printing blocks. - Observe and describe the use of pattern within artists' work.	- Construct patterns through craft methods to further knowledge and understanding. - Replicate patterns from observations. - Make repeated patterns with precision. - Design and create printing blocks/tiles. - Develop techniques in mono, block and relief printing - Create and arrange accurate patterns. - Use knowledge and understanding of patterns to represent feelings and emotions. - Extend and articulate knowledge of pattern from multiple sources to create sophisticated original artwork. - Observe, describe, analyse and compare the use of pattern within different artists' work.	- Observe/describe/compare a range of digital Art images - Use computer paint programmes/ICT mark making tools to create images - Explore formal elements using digital media - Use/compare a range of different digital processes to make Art - Explore the use of photography and know how it is used in Art - Use of photo editing software
Summer	**Key area of understanding**	**– Tone** • Tonal values • Colour mixing • Drawing	**– Tone** • Tonal values • Colour mixing • Drawing	**– My own project** • Plan • Develop • Evaluate

		• Exploring and developing ideas	• Exploring and developing ideas	
Knowledge & skills development		- Look at/compare pictures of different tones (grayscale) - Sort and match light/dark - Know and use the vocabulary to describe tonal values. - Develop understanding of use of different tints and shades to create simple tone in own work. - Experiment with pencils to create more complex tones. - Observe/describe the use of tone in Art work - Observe and describe the use of tone within artists' work.	- Know and use the vocabulary to describe tonal values - Know and apply four simple rules of shading - Develop skill and control when using tone - Use a variety of tones to achieve different effects - Develop an increasing sophistication in the use of tone to describe objects when drawing from observation - Increase awareness of how to use tone to describe light and shade, contrast and shadow. - Describe/analyse/compare the use tone in Art work - Identify/describe/compare tone in artist's work	- Identify strengths in own work - Make a simple plan/design about how to create a piece of work - Develop ideas for art work - Identify and use formal elements - Use the work of other artists - Review and say what they and others have done and say what they think and feel about it e.g annotate sketchbook

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		BTEC trajectory LTP for KS4 art	
		Y10	**Y11**
Autumn	**Key area of understanding**	**- Artists and their environment** • Explore • Plan • Develop •	**– Mixed media** • Explore • Plan • Develop
	Knowledge & skills development	- Identify strengths/weaknesses in own work - Begin to understand how to work from a design brief - Begin to make an action plan – discuss own ideas - Plan ideas to create a piece of Art work - Consider the work of other artist's to support own project - Experiment with different techniques and methods in order to support decision making	- Identify strengths/weaknesses in own work – identify next steps - Work from a design brief - Make an action plan with timescales - Plan ideas to create a piece of Art work - Use the work of other artist's to influence own ideas - Choose different techniques and methods to experiment with to develop ideas
Spring	**Key area of understanding**	**- Artists and their environment** • Develop • Create • Analyse	**– Mixed media** • Develop • Create • Analyse
	Knowledge & skills development	- Answer questions about the starting point for own work and the processes made - Evaluate ongoing work in order to develop it further - Describe similarities and differences between practises and disciplines - Sketchbook annotations to review ongoing work - Begin to respond to critical feedback - Identify and use formal elements - Consider how work will be displayed	- Develop and ask own questions about the starting point for work and the processes made. - Evaluate ongoing work in order to develop it further - Describe similarities and differences between practises and disciplines - Sketchbook annotations to review ongoing work - Begin to respond to critical feedback - Identify and use formal elements - Plan and decide how work will be displayed
Summer	**Key area of understanding**	**- Artists and their environment** • Analyse • Improve • Evaluate	**- Artists and their environment** • Analyse • Improve • Evaluate
	Knowledge & skills development	- Compare own work with the work of other artists - Evaluate the use of formal elements - Evaluate the use of design brief - Begin to understand how to present work to a group - Discuss and ask questions about peer's work - Begin to provide critical feedback to others - Answer questions about own work	- Compare own work with the work of other artists and peers - Evaluate the use of formal elements - Evaluate the use of design brief - Present work to group of peers - Discuss and ask questions about peer's work - Provide critical feedback to others - Answer questions about own work

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

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