



## 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**

In Year 7, students arrive with a variety of art experience, skill, knowledge and understanding.

This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to. Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing. Students will develop work in 2d from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome.

Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills. Students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work.

\*Artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages.



Year 7	Project 1	Project 2	Project 3
	THE FORMAL ELEMENTS Shape Line Tone Texture Colour	THE FORMAL ELEMENTS Composition Colour Pattern	THE FORMAL ELEMENTS Form (Simple relief)
<b>Thinking</b> Investigating contextual references/critical thinking	Observe and investigate the use of formal elements in their work and the work of others Be able to recognise and describe how line, tone and mark making (texture) can be used to express different ideas Recognise how artists have used formal elements in different ways throughout history Begin to generate discussion about artists.	Analyse and evaluate the use of formal elements in their work and the work of others. Investigating work and learning how to read works of art/design and decode intention, purpose and aesthetic Investigate an artist using the ‘see, think, know’ method and recognise how the formal elements have been used in their work Describe how artists have used formal elements in different ways throughout art history	Articulate how the use of formal elements in the work of others relates to their own using key terminology. Consider and articulate the ‘story’ in their own work using art language Investigate artists using the ‘see, think, know’ method
<b>Exploring</b> Media/materials/techniques /processes	Pupils explore drawing through a variety of media and develop skills in observation, accuracy and control. They will experiment with weight of line, how to see, use and understand tone and how to create texture in their work through mark making.	Pupils will build on their previous experience of colour theory and embed it into their own work using appropriate media: colour blending, painting/analogous and contrasting colour – significance of colour and its representations.	Experience different materials and ways of working, developing technical skills. Explore ‘form’ and explore working in relief. They will explore how the formal elements combined together will tell

	<p>Pupils will investigate how these elements create mood and feeling within artwork.</p> <p>Pupils explore colour and learn how colour theory works how to implement it into their work. They will explore how artists use colour in their work.</p> <p>Pupils will learn to blend colours and how to identify colour combinations using the colour wheel. They will learn how to apply colour with skill using appropriate media.</p> <p>Pupils will learn about shape and proportion using different drawing techniques.</p>	<p>Pupils will explore pattern making using geometry and symmetry and creating repeat designs. They will experiment with layout (composition)</p>	<p>‘their story’ incorporating mood and feeling within their work.</p>
<p><b>Recording</b> Recording ideas</p>	<p>Use appropriate media, techniques and processes to represent and realise intentions.</p> <p>Describe ideas using subject terminology</p> <p>Key question: HOW?</p>	<p>Use appropriate media, techniques and processes to represent and realise intentions.</p> <p>Describe ideas using subject terminology</p> <p>Key question: WHAT?</p> <p>Describe and evaluate ideas using subject terminology to articulate the refining process</p>	<p>Use appropriate media, techniques and processes to represent and realise intentions.</p> <p>Describe ideas using subject terminology</p> <p>Key question: WHY?</p> <p>Evaluate and review work.</p> <p>Use key terminology in describing, interpreting and evaluating work</p>
<p><b>Making</b> Personal response/realising intentions</p>	<p>Record ideas and investigations with increasing levels of control and intention</p> <p>Develop an outcome using techniques and skills practiced with control and accuracy</p> <p>Evaluate response</p>	<p>Record ideas, investigations and refinements with increasing levels of discernment</p> <p>Devise and make outcomes using skills and techniques practiced with control and accuracy</p> <p>Evaluate response</p>	<p>Record ideas, investigations and refinements demonstrating clarity in decision making</p> <p>Make outcomes using skills and techniques practiced with control and accuracy</p> <p>Create simple relief piece of artwork</p> <p>Evaluate response</p>
<p><b>Oasis 9 habits</b></p>	<p><b>Patient</b> – learning new skills</p> <p><b>Self-controlled</b> – using new skills, techniques and ideas in a controlled way</p> <p><b>Joyful</b> – experiencing ‘playing’ with ideas and ways of working</p> <p><b>Considerate</b> - Working sustainably/mindful of waste and sharing resources</p> <p><b>Forgiving</b> (of own mistakes) – overcoming barriers and ‘mistakes’ with grace and resolve</p> <p><b>Humble</b> – recognising and appreciating successes in other outcomes, celebrating others</p> <p><b>Hopeful</b> – recognising how our actions can have a positive impact</p> <p><b>Compassionate</b> – thinking about personal and collective responsibilities to ourselves and others’ wellbeing</p> <p><b>Honest</b> – the ability to self-reflect, evaluate and strive for improvement</p>		
<p><b>Tracking progression</b></p>	<ul style="list-style-type: none"> <li>Continual formative – teacher based</li> <li>Self-assessment - self-reflection an integral skill to be developed (because, but so)</li> <li>Peer discussion</li> </ul>		



## OCL Art Curriculum: Long Term Plan

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**



This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the ‘rules’ of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions.

Students will be able to identify key elements and characteristics in Art from different genres and cultures exploring traditions, processes and meanings, which will allow them to explore ideas in their own work thinking about how differences in culture and heritage can influence the maker and the viewer. Students will learn how to apply the skills they learn to different types of work, to ‘play’ with purpose and consider how to creatively develop independent and personal ideas working in response to similar starting points. Students will investigate their responsibilities around sustainability and environment.

Students will develop complex and subject specific vocabulary that they will be able to use in analysing and evaluating work demonstrating and articulating how their work connects with and is inspired by the work of others.

\*Artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages.

Year 8	Project 1	Project 2	Project 3
	My City: Culture, symbols & stories	The world and Me: 3D	Artists tell stories
<b>Thinking</b> Investigating contextual references/critical thinking	Investigate, explore and compare work from Western and non-western cultures Investigate work from traditional, modern and contemporary sources. Learn how to understand works of art and decipher meaning or cultural significance Think about personal heritage and compare with local area: Manchester. What are the symbols of the city? What does Manchester represent and mean to us as individuals?	Investigate work from traditional, modern and contemporary sources. Learn how to decode works of art and decipher meaning, messages and stories. Consider our place and responsibilities and how the materials we use impact the environment	Articulate how symbols, conventions and messages in the work of others relates to their own Consider <b>and articulate</b> the ‘story’ in their work using art language and in the work of others
<b>Exploring</b> Media/materials/ techniques /processes	Pupils build on their drawing skills by exploring a new range of media, exploring more expressive styles as well as accuracy and control. They will explore the use of the formal elements. Pupils will explore how to create mood and feeling within their work.	Exploring materials and new methods of making and introduction of 3D making skills Investigate a variety of materials and how they can be used to create artwork	Apply new methods of drawing and exploring new processes considering the elements of art and principles of design. Explore how to use space within artwork considering positive and negative space, proportion and scale.
<b>Recording</b> Recording ideas	Use appropriate media, techniques and processes to represent and realise intentions. Describe ideas using subject terminology	Use appropriate media, techniques and processes to represent and realise intentions. Demonstrate understanding of source material	Use appropriate media, techniques and processes to represent and realise intentions. Evaluate and review work.

	Demonstrate understanding of source material	Describe and evaluate ideas using subject terminology to articulate the refining process	Use key terminology in describing, interpreting and evaluating work. Demonstrate understanding and use of source material
<b>Making</b> Personal response/realising intentions	Record ideas and investigations with increasing levels of competence and intention. Develop an outcome using techniques and skills practiced with competence and fluency of intention. Evaluate response	Record ideas, investigations and refinements with increasing levels of discernment. Devise and make outcomes using skills and techniques practiced with competence and intention Build on previous knowledge and experience of simple relief	Record ideas, investigations and refinements demonstrating clarity in decision-making. Make outcomes using skills and techniques practiced with competence and intention
<b>Oasis 9 habits</b>	<p><b>Patient</b> – learning new skills  <b>Self-controlled</b> – using new skills, techniques and ideas in a controlled way  <b>Joyful</b> – experiencing ‘playing’ with ideas and ways of working  <b>Considerate</b> - Working sustainably/mindful of waste and sharing resources. Thinking about heritage, traditions and ideas. Thinking about personal and collective responsibilities in our environment  <b>Forgiving</b> (of own mistakes) – overcoming barriers and ‘mistakes’ with grace and resolve  <b>Humble</b> – recognising and appreciating successes in other outcomes, celebrating others  <b>Hopeful</b> – recognising how our actions can have a positive impact  <b>Compassionate</b> – thinking about personal and collective responsibilities to ourselves and others’ wellbeing  <b>Honest</b> – the ability to self-reflect, evaluate and strive for improvement. Recognising where we can do more for ourselves and others</p>		
<b>Tracking progression</b>	<ul style="list-style-type: none"> <li>• Continual formative – teacher based</li> <li>• Self-assessment - self-reflection an integral skill to be developed (because, but so)</li> <li>• Peer discussion</li> </ul>		



## OCL Art Curriculum: Long Term Plan

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**

Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences.

Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived.

Students will be able to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context.

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Year 9	Project 1	Project 2
	Around the World	Context is everything
<b>Thinking</b> Investigating contextual references/critical thinking	Investigate work from Western and non-western cultures, traditional and modern interpretations. Learn to ask questions of works of art and decipher meaning or cultural significance. Reflect on the qualities of their own work. Consider artwork and its significance from various cultures, discussing what makes them valuable within their society.	Investigate art as evidence of a time, place, event and the implications of the work. 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 and 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.
<b>Exploring</b> Media/materials/ techniques /processes	Pupils are introduced to new media and ways of drawing as well as revisiting previously learnt media, techniques and processes, now practicing more advanced ways of applying them. Pupils will explore how to create mood and feeling within their work and will start to create more personal responses. Pupils will investigate artists.	Pupils will explore media, materials and processes and learn new methods. They will explore new considerations and types of Art such as site specific and installation. They will consider elements of art, space, proportion and scale. Pupils will explore how to create mood and feeling within their work and will start to create more personal responses.
<b>Recording</b> Recording ideas	Record ideas and investigations with increasing levels of competence and intention using a range of tools and processes. Describe ideas using subject terminology. Develop ideas using techniques and skills practiced with competence and fluency of intention. Demonstrate understanding of source material.	Evaluate and review work. Use key terminology in describing, interpreting and evaluating work Demonstrate understanding and use of source material
<b>Making</b>	Record ideas, investigations and refinements with increasing levels of discernment.	Record ideas, investigations and refinements demonstrating clarity in decision-making.

Personal response/realising intentions	Devise and make outcomes using skills and techniques practiced with competence and intention.	Make outcomes using skills and techniques practiced with competence and intention
<b>Oasis 9 habits</b>	<p><b>Patient</b> – learning new skills</p> <p><b>Self-controlled</b> – using new skills, techniques and ideas in a controlled way</p> <p><b>Joyful</b> – experiencing ‘playing’ with ideas and ways of working</p> <p><b>Considerate</b> - Working sustainably/mindful of waste and sharing resources. Thinking about heritage, traditions and ideas. Thinking about personal and collective responsibilities in our environment</p> <p><b>Forgiving</b> (of own mistakes) – overcoming barriers and ‘mistakes’ with grace and resolve</p> <p><b>Humble</b> – recognising and appreciating successes in other outcomes, celebrating others</p> <p><b>Hopeful</b> – recognising how our actions can have a positive impact</p> <p><b>Compassionate</b> – thinking about personal and collective responsibilities to ourselves and others’ wellbeing</p> <p><b>Honest</b> – the ability to self-reflect, evaluate and strive for improvement. Recognising where we can do more for ourselves and others</p>	
<b>Tracking progression</b>	<ul style="list-style-type: none"> <li>• Continual formative – teacher based</li> <li>• Self-assessment - self-reflection an integral skill to be developed (because, but so)</li> <li>• Peer discussion</li> </ul>	



## OCL Art Curriculum: Long Term Plan

### GCSE: Year 10 & 11

The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey. Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language. Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working over time, considering purpose and intention. Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience. Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time. Students will be able to produce relevant outcomes to access assessment objective 4 building a personal and reasoned response.

In Year 11, students will be able to demonstrate a level of mastery in understanding of contextual references and critical thinking skills to enable access to assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople relevant to their starting points and personal journey. Students will be able to show independence in using technical skills with a variety of processes and materials to access assessment objective 2 through selecting appropriate tools and processes from a range of 2D and 3D disciplines relevant to their personal response. Students will be able to demonstrate fluency, control and mastery in drawing and recording skills for assessment objective 3 through presenting ideas in a sketchbook or other relevant mediums, evaluating and refining methods and considering audience and intention.

Students will be prepared for the externally assessed component (exam) showing independence and mastery in completing a unit of work from start to finish (10hr exam).

The work will be relevant to the title selected in the academy ([Art, craft and design](#) [Fine art](#) [Graphic communication](#) [Textile design](#) [Three-dimensional design](#) [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission.

GCSE Art	Component 1 Year 10	Component 1 Year 10 & 11	Component 2 Year 11
	Project 1 Title to be decided based on previous ESA (Subject to change)	Project 2 Title to be decided based on previous ESA (Subject to change)	<b>Externally Set Assignment (Exam)</b>
<b>Investigating contextual references/ critical thinking</b>	Develop and refine ideas through investigations, demonstrating critical understanding of sources. Pupils will make connections between their own work and the work of artists in relation to a set theme.	Develop and refine ideas with growing independency through investigations of appropriate sources. Selection of artists to investigate will be more suitably personalised.	Pupils will respond to their selected theme from the ESA paper. Pupils will select one theme and will select and investigate the work of appropriate and connected artists.

			Pupils will independently apply skills developed in previous artist investigations to demonstrate critical understanding of sources.
<b>Media/materials/ techniques /processes</b>	Develop and explore ideas through experimentation with appropriate media, materials, techniques and processes. Develop personal ways of working whilst making connection to investigated sources.	Pupils will use and explore ideas through media, materials and processes relevant to their portfolio journey.	Pupils will use and explore ideas through media, materials and processes relevant to their ESA theme.
<b>Recording ideas</b>	Record ideas, observations and insights relevant to intentions as work progresses	Pupils 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.	Pupils 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, connecting their ideas
<b>Personal response/realising intentions</b>	Develop and consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Complete personal response to project, realising intentions and demonstrating understanding of visual language. Refine elements of work in preparation for portfolio submission.	Complete a 'personal response' in exam conditions, realising intentions and consolidating their ESA journey. Pupils will sit a 10hr exam (normally over a two-day period) in which they will be able to take all of their exam preparation materials. Students will work in exam conditions and will be entirely independent.
<b>Tracking progression</b>	Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4		
<b>Oasis 9 habits</b>	<p><b>Patient</b> – learning new skills</p> <p><b>Self-controlled</b> – using new skills, techniques and ideas in a controlled way</p> <p><b>Joyful</b> – experiencing 'playing' with ideas and ways of working</p> <p><b>Considerate</b> - Working sustainably/mindful of waste and sharing resources. Thinking about heritage, traditions and ideas. Thinking about personal and collective responsibilities in our environment</p> <p><b>Forgiving</b> (of own mistakes) – overcoming barriers and 'mistakes' with grace and resolve</p> <p><b>Humble</b> – recognising and appreciating successes in other outcomes, celebrating others</p> <p><b>Hopeful</b> – recognising how our actions can have a positive impact</p> <p><b>Compassionate</b> – thinking about personal and collective responsibilities to ourselves and others' wellbeing</p> <p><b>Honest</b> – the ability to self-reflect, evaluate and strive for improvement. Recognising where we can do more for ourselves and others</p>		