



Co-op Academy
Belle Vue

Co-op Belle Vue Art and Photography five year overview		
Year 7 Art Long Term Plan		
Term 1 Topic 1	Term 2 Topic 2	Term 3 Topic 3
Natural Forms	Brianna McCarthy (to be changed to experimental scheme of work)	Mixed Media Seascape
Key concepts	Key concepts	Key concepts
<ul style="list-style-type: none"> • Drawing techniques • Focus on application of tone using dry materials • Graphite transfer • Observational drawing 	<ul style="list-style-type: none"> • Experimental art • Pattern through zentangles • Watercolour • Colour pencil • Composition • Collage 	<ul style="list-style-type: none"> • Use of different materials • Wax resist • Watercolour • Artist link • Cultural link • Applique
Assessment: Observational drawing and tonal application of a seedpod	Assessment: Marking Brianna McCarthy mixed media piece completed throughout project : <ul style="list-style-type: none"> - Watercolour - Colour pencil - Zentangles - Composition 	Assessment: Half tonal and half watercolour sea animal



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Year 8 Art Long Term Plan -		
Term 1 Topic 1	Term 2 Topic 2	Term 3 Topic 3
Metallics	Portraiture	Cleo Mussi (To be changed to a cardboard sculpture project)
Key concepts	Key concepts	Key concepts
<ul style="list-style-type: none">• Colour contrast to create dimension and reflective surface• Artist link - Jeff Koons or CJ Henry• Oil pastel• Observation• Secondary sources	<ul style="list-style-type: none">• Proportion• Composition• Tonal application• Sketching• Drawing techniques	<ul style="list-style-type: none">• Sculpture• Shape and form• Artist link• Mosaic and pattern• Composition
Assessment: Oil pastel observation	Assessment: Tonal portrait	Assessment: Sculpture



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Year 9 Art Long Term Plan		
Term 1 Topic 1	Term 2 Topic 2	Term 3 Topic 3
Junk Foods	Mexican Day of the Dead	Clay Fish
Key concepts	Key concepts	Key concepts
<ul style="list-style-type: none"> • Drawing techniques • Ink-style watercolour • Watercolour paper • Primary observation (crisp packets) • Typography 	<ul style="list-style-type: none"> • Acrylic paint • Brush control • Symmetry • Observation • Sketching • Shape and Form (Drawing a 2D design onto a 3D surface) 	<ul style="list-style-type: none"> • Sculpture • 3D medium of clay • Clay techniques • Artist link • Application of colour using glaze or acrylic paint
<p>Assessment: Marking of application of watercolour, tonal blending and colour blending</p>	<p>Assessment: Marking of application of acrylic paint, tonal blending and colour blending</p>	<p>Assessment: Marking of clay fish and use of clay techniques</p>



Year 10 Art Long Term Plan		
Topic 1	Topic 2	Topic 3
Made in Nature	Culture and Identity	
Key concepts	Key concepts	Key concepts
<ul style="list-style-type: none"> ● Focus on natural forms as the subject of artworks ● Creative/extended thinking ● The formal elements of art ● Artist research, working with appropriate media and techniques ● Observational drawing ● Experimental art ● Printing workshops ● Idea generation ● Evaluation and analysis of multiple ideas ● Evaluation and analysis of media exploration ● Planning/designing of a potential final piece for this project 	<ul style="list-style-type: none"> ● Focus on natural forms as the subject of artworks ● Creative/extended thinking ● The formal elements of art ● Artist research, working with appropriate media and techniques ● Observational drawing ● Experimental art ● Printing workshops ● Idea generation ● Evaluation and analysis of multiple ideas ● Evaluation and analysis of media exploration ● Planning/designing of a potential final piece for this project 	



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<p>Assessment: Internal marking of:</p> <ul style="list-style-type: none">• AO1, AO2, AO3, AO3 - feedback given to pupils verbally and recorded on marksheet in sketchbook• Ongoing class trackers to identify gaps and increase accountability.• Portfolio success criteria provided through printed checklists.• Gaps in portfolios addressed using printed checklists.• One-to-one tutorials.	<p>Assessment: Internal marking of:</p> <ul style="list-style-type: none">• AO1, AO2, AO3, AO3 - feedback given to pupils verbally and recorded on marksheet in sketchbook• Ongoing class trackers to identify gaps and increase accountability.• Portfolio success criteria provided through printed checklists.• Gaps in portfolios addressed using printed checklists.• One-to-one tutorials.	<p>Assessment:</p>
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Year 10 Photography Long Term Plan	
Component 1 Project 1 - Foundation Skills	Component 1 Project 2 - Naturally Abstract
Key concepts	Key concepts
<ul style="list-style-type: none">• Formal Elements• Viewing angles• Leading Lines• Framing• Rule of Thirds• Negative Space• Depth of Field• Shutter Speed• Digital enhancement	<ul style="list-style-type: none">• Formal Elements• Abstract photography• Compositional techniques: filling the frame; various viewpoints; symmetry; positive and negative space• Colour theory• Still life• Use of organic materials• Considering artists who use organic materials• Digital editing•
<p>Assessment:</p> <ul style="list-style-type: none">• Ongoing class trackers to identify gaps and increase accountability.• Portfolio success criteria provided through printed checklists.• Gaps in portfolios addressed using printed checklists.• One-to-one tutorials.	<p>Assessment:</p> <ul style="list-style-type: none">• Ongoing class trackers to identify gaps and increase accountability.• Portfolio success criteria provided through printed checklists.• Gaps in portfolios addressed using printed checklists.• One-to-one tutorials.



Year 11 Art Long Term Plan	
Component 1	Component 2 - NEA
Final Piece (chosen project) & Coursework Completion	N/A
Key concepts	Key concepts
<ul style="list-style-type: none"> • Linking final piece to artist's style • Using a variety of media and techniques that have been evidenced throughout their chosen project • Applying various media realistically • Prioritising gaps in coursework/areas to be improved • Responding to use of trackers and 1:1 feedback to ensure progression is seen when completing coursework 	<ul style="list-style-type: none"> • Extended thinking to ensure that all starting points are varied between pupils • Finding inspiration by examining a theme with curiosity. • Using different techniques to explore ideas in new ways. • Expressing a unique outlook via authentic, and thoughtful, personal response.
<p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing class trackers to identify gaps and increase accountability. • Portfolio success criteria provided through printed checklists. • Gaps in portfolios addressed using printed checklists. • One-to-one tutorials. <p>Mock exam (working on final piece or using checklist to close gaps/improve coursework)</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing class trackers to identify gaps and increase accountability. • Portfolio success criteria provided through printed checklists. • Gaps in portfolios addressed using printed checklists. • One-to-one tutorials. <p>10 hour controlled assessment at the end of exam preparation where relevant final piece is produced</p>



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Year 11 Photography Long Term Plan	
Component 1 Project 3 - Urban	Component 2 - NEA
Key concepts	Key concepts
<ul style="list-style-type: none">• Extending thinking to ensure starting points are more varied.• Categorising photographs by sub-theme and/or technique.• Annotating to show personal response / insights.• Creating an abstract outcome from an objective stimulus.• Demonstrating understanding of visual language by applying the styles and techniques of artists.• Expressing emotion and narrative.• Combining digital and non-digital media.• Recontextualising reality.• Documenting all steps as evidence of digital processes (for portfolio slides).	<ul style="list-style-type: none">• Demonstrating understanding of visual language by applying the styles and techniques of artists.• Finding inspiration by examining a theme with curiosity.• Using different techniques to explore ideas in new ways.• Expressing a unique outlook via authentic, and thoughtful, personal response.
<p>Assessment:</p> <ul style="list-style-type: none">• Ongoing class trackers to identify gaps and increase accountability.• Portfolio success criteria provided through printed checklists.• Gaps in portfolios addressed using printed checklists.• One-to-one tutorials.	<p>Assessment:</p> <ul style="list-style-type: none">• Ongoing class trackers to identify gaps and increase accountability.• Portfolio success criteria provided through printed checklists.• Gaps in portfolios addressed using printed checklists.• One-to-one tutorials.



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