



## OCL Art Curriculum: Long Term Plan

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### Year 11 - 'That's what I'm interested in: the space in between, the moment of imagining what is possible and yet not knowing what that is.' Julie Mehretu

Core narrative of the year: Cogitate, create, communicate. **Humans and the Environment** – interconnected relationships

Core concepts: **Artists tell stories. Art is contradictory and complex. Artists follow (and break) rules. Artists play with ideas, materials and failure. Art has its own language. Art engages. Artists ask questions. Art has value in unequal measure. Art is not fixed in meaning – context is everything. Art is powerful**

#### Principles of Progression:

- **Curricular Narrative** - the skills, knowledge and understanding visited in Y7-9 are revisited to deepen, broaden and refine student response using Humans and the environment as starting point
  - **Skills** – students will demonstrate drawing for intention skills. They will explore media and processes appropriate to the GCSE title at the individual academy
  - **Knowledge** – key terminology and appropriate use of content, context and artists' work will be demonstrated in annotation
  - **Understanding** – students will demonstrate connection between their work and the work of others
- **Comprehension to critical thinking** – at GCSE, students will demonstrate their ability to understand and respond to images: to describe what they can see, to explain what they know and to interpret what they think. This is delivered through using the 'See, know, think' model of understanding the work of others, practiced in years 7-9
- **Vocabulary instruction** – students are encouraged to use the vocabulary explicitly taught in years 7-9 to explain their ideas
- **Acquisition and application** – skills will be demonstrated, practiced and applied (I do, we do, you do), taught explicitly and added to over time, practicing previously learnt skills discreetly in a repeated and deliberate fashion when new skills/more complex processes are added
- **Broadening world knowledge** - Cultural/historical works are placed alongside contemporary works for comparison ensuring that works which represent EDI are included. Students are encouraged to explore and discover works that inspire their thinking in developing their own work
- **Developing character** - students learn about visual culture to develop personal creativity, they are given opportunities and time to explore materials and ideas to develop resilience and the willingness to take appropriate risks and the confidence to express feelings, thoughts and ideas: developing a sense of self

#### Core documents:

- MTP (academy development from example project plan)
- Vocabulary slides
- Knowledge organiser
- Example project



Year 7	Autumn	Spring	Summer
Core Narrative: Humans and the Environment: cogitate, create, communicate - interconnected relationships			
Title	Investigating and exploring	Connecting and developing	Refining and resolving
<b>Investigating contextual references/critical thinking</b>	<ul style="list-style-type: none"> <li>Develop and refine ideas through investigations, demonstrating critical understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources</li> </ul>	<ul style="list-style-type: none"> <li>Refine ideas through investigations, demonstrating critical understanding of sources</li> </ul>
<b>Media/materials/techniques/processes</b>	Drawing/digital/printmaking/painting/printmaking/mixed media <ul style="list-style-type: none"> <li>Drawing for intention</li> <li>Exploring appropriate media</li> </ul>	Drawing/digital/printmaking/painting/printmaking/mixed media <ul style="list-style-type: none"> <li>Drawing for intention</li> <li>Exploring appropriate media</li> </ul>	Drawing/Digital exploration/3D techniques and materials <ul style="list-style-type: none"> <li>Drawing for intention</li> <li>Exploring appropriate media</li> </ul>
<b>Recording ideas</b>	<ul style="list-style-type: none"> <li>Using different tools to create different marks – line, tone, texture</li> <li>Describing ideas using subject terminology – <b>See, know, think</b></li> <li>Describing ideas using subject terminology – <b>What, how, why</b></li> </ul>	<ul style="list-style-type: none"> <li>Using different tools to create different motifs</li> <li>Describing ideas using subject terminology – <b>See, know, think</b></li> <li>Describing ideas using subject terminology – <b>What, how, why</b></li> </ul>	<ul style="list-style-type: none"> <li>Using different materials and tools to capture/tell a story</li> <li>Describe and evaluate ideas– <b>See, know, think</b></li> <li>Describe and evaluate outcomes – <b>what, how, why</b></li> </ul>

<b>Personal response/realising intentions</b>	<ul style="list-style-type: none"> <li>record and refine ideas</li> <li>develop an outcome using techniques and skills with accuracy and control</li> </ul>	<ul style="list-style-type: none"> <li>develop a series of ideas</li> <li>select an idea to resolve</li> <li>develop an outcome - evaluating results</li> </ul>	<ul style="list-style-type: none"> <li>Devise, develop and make an outcome demonstrating skills and techniques learnt</li> <li>Demonstrate refinement</li> </ul>
<b>Assessment foci</b> (Against AQA GCSE assessment objectives)	<b>Knowledge:</b> key terminology and formal elements. Recognition of artists and art styles <b>Skills:</b> technical skills demonstrating use of formal elements in context <b>Understanding:</b> how the work of artists explores the core concepts – <i>See, know, think</i>	<b>Knowledge:</b> key terminology and formal elements. Recognition of artists and art styles <b>Skills:</b> technical skills demonstrating use of formal elements in context <b>Understanding:</b> how the work of artists explores the core concepts – <i>See, know, think</i>	<b>Assessment of portfolio using AQA GCSE assessment objective grid – practice exam conditions (5hr ‘exam’ to resolve portfolio elements)</b>