Art, Craft & Design Long Term Plan 2025/26

Art, craft & Design

Making Art and creativity accessible for all by encouraging students to extend, explore and expand their creative thinking and problem solving skills.

#ARTMATTERS #CELEBRATECREATIVITY #CREATIVITYMATTERS

W/B	08/09	15/09	22/09	29/09	06/10	13/10	20/10	Term	03/11	10/11	17/11	24/11	01/12	08/12	15/12	Break
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	x	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	x
	Induction, H&S, Slide Rules	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Half Term	Lesson 7 Assessment week	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Christmas
Year 7	Elements of Art - The building blocks															
Year 8																
Year 9																

W/B	05/01	12/01	19/01	26/01	02/02	09/02	Term	23/02	02/03	09/03	16/03	23/03	Break	13/04	20/04	27/04	04/05	11/05	18/05	Term	01/06	08/06	15/06	22/06	29/06	06/07	13/07
	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	x	Week 21	Week 22	Week 23	Week 24	Week 25	x	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	x	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Half Term	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Easter	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Half Term	Lesson 7	Lesson 8	Assessment 3 week deadline	Lesson 10	Lesson 11	Lesson 12	SJP EXP
Year 7	Monster madness Applying knowledge through design													mini - Rob & Roberta smith - Use your voice													
Year 8	Goblins - Brian Froud								Insecta												Elements of Art						
Year 9	Paolozzi - Scrap to statement								Pop Art food characters - Burton Morris												Yellena James - ocean protection Custodians of Beauty						

Year 7 — Elements of Art - The building blocks

Composition (Overview)

- **Overview & purpose** — Understand the basic principles of colour theory and know the elements of Art
- **Overview & purpose** — To develop understanding and confidence in tonal shading and the formal elements of Art, which underpin everything.
- **Overview & purpose** — To demonstrate understanding the work of artists in different time periods and the influence of society at the time of working

Learning outcomes

Pupils will know:
Understand basic colour theory and how the colour wheel works.
The expectations of basic presentation skills of work in a sketchbook.
The 7 elements of Art and how artists through the ages have used them in their work

Pupils will be able to:
Demonstrate simple colour mixing and painting techniques.
Create basic pencil drawings which demonstrate an understanding of how to achieve shape, and use tone to show the qualities of an object
Present and ink Artists and the key element
Demonstrate knowledge and understanding through their responses

NSEAD KS3 Yr 7 Assessment objectives Arbor statements

Use a range of materials to explore and test ideas.
Gather useful visual information and show some influence from artists and designers.
Make informed choices.
Experiment with drawing techniques and different media.
Begin to show control and care.
Complete a final piece that shows your ideas and links to the theme.
Use art vocabulary to describe what you like and how to improve your work.
Respond to others' artwork thoughtfully.

Year 7 — Monster madness / Applying knowledge through design

- **Overview & purpose** — To demonstrate an understanding of who Jon Burgerman is.
- **Overview & purpose** — To develop designs into a monster using colours to show emotions applying their colour theory
- **Overview & purpose** — To reflect on and evaluate their own and others' work

Learning outcomes

Pupils will know:
How to create monsters using their knowledge of colour and meaning, Inspired by the doodle creations of Jon Burgerman.
Pupils will be able to:
Demonstrate simple colour mixing and painting techniques to achieve a variety of colours.
Use a variety of resources to understand how to work in the style of an artist.
Explore/research the work of Jon Burgerman's, Identifying key words and phrases.

NSEAD KS3 Yr 7 Assessment objectives Arbor statements

Use a range of materials to explore and test ideas.
Gather useful visual information and show some influence from artists and designers.
Make informed choices.
Experiment with drawing techniques and different media.
Begin to show control and care.
Complete a final piece that shows your ideas and links to the theme.
Use art vocabulary to describe what you like and how to improve your work.

Year 7 — mini - Rob & Roberta smith - Use your voice

- **Overview & purpose** — To demonstrate how art can help people express their opinions
- **Overview & purpose** — To demonstrate collaborative working when making about the importance of Art
- **Overview & purpose** — To demonstrate control and justification when using a colour scheme in wet and dry media.

Learning outcomes

Pupils will know:
How to use some basic research of sources, informing and demonstrating basic critical analysis.
Pupils will be able to:
Describe in writing the work of artists discussing their personal opinion, likes and dislikes.
Produce a range of 2D designs demonstrating ability to transfer skills across a variety of mediums.
Develop typography designs, which show some imagination, application of the elements of art by using a variety of shapes, tone, space and colour.

NSEAD KS3 Yr 7 Assessment objectives Arbor statements

Use a range of materials to explore and test ideas.
Gather useful visual information and show some influence from artists and designers.
Make informed choices.
Experiment with drawing techniques and different media.
Begin to show control and care.
Complete a final piece that shows your ideas and links to the theme.
Use art vocabulary to describe what you like and how to improve your work.
Respond to others' artwork thoughtfully.

Year 8 — Goblins - Brian Froud

- **Overview & purpose** — To develop confidence in composition and recording.
- **Overview & purpose** — To develop an understanding of the development of a character using their imagination and influence of
- **Overview & purpose** — To explore careers in Art and film Industry
- **Overview & purpose** — To Create and refine a personal response using 3D sculpting techniques
- **Overview & purpose** — To reflect and evaluate the work produced.

Learning outcomes

Pupils will know:
The work of Brian Froud and his influences and career in the film Industry
How to use the elements of space, form, shapes, textures, tones, line and composition to inform their work as it progresses in both 2D and 3D.
To apply the knowledge of the facial structure from year 7 to inform the head sculpture.
Pupils will be able to:
Use a range of techniques to record their observations in their sketchbooks as a basis for exploring their ideas.
Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Create a 3D goblin using a variety of media, including a foil and wire armature and polyclay as well as other found materials.
Use their imagination and refine their ideas as their work progresses.

NSEAD KS3 Yr 8 Assessment objectives Arbor statements

Plan and adapt ideas using drawing and 3D modelling.
Include artist research.
Start to take more creative risks and work more independently.
Use a wider range of media with increasing skill.
Create a final piece that shows clear connections to your planning and the theme.
Reflect on your work and use subject-specific vocabulary.
Suggest ways to improve your own and others' work.
Understand more about colour theory (tint, shade, complementary colours).
Talk about how artists use materials to show mood or meaning.

Year 8 — Insecta

- **Overview & purpose** — Demonstrate their knowledge and the principles of colour theory and the elements of Art
- **Overview & purpose** — To develop skills in a variety of 2D media when recording in the sketchbook. Develop and record reflections and annotations.
- **Overview & purpose** — Explore a variety of artists from across different time periods.

Learning outcomes

Pupils will know:
The historical context of specific artists and then discuss and analyse the work of these artists/designers.
To use initial stimulus and artists to explore and develop imaginative ideas.
Pupils will be able to:
Use a range of techniques to record their observations in their sketchbooks as a basis for exploring their ideas.
Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

NSEAD KS3 Yr 8 Assessment objectives Arbor statements

Plan and adapt ideas using drawing and 3D modelling.
Include artist research.
Start to take more creative risks and work more independently.
Use a wider range of media with increasing skill.
Create a final piece that shows clear connections to your planning and the theme.
Reflect on your work and use subject-specific vocabulary.
Suggest ways to improve your own and others' work.
Understand more about colour theory (tint, shade, complementary colours).
Talk about how artists use materials to show mood or meaning.

Year 8 — Elements of Art

- **Overview & purpose** — Develop and create a personal response which is inspired by the artists explored.
- **Overview & purpose** — To develop and realise ideas, designs from a 2D to a 3D personal response, developing paper craft skills to create an insect in a variety
- **Overview & purpose** — Explore and apply knowledge and skill of centangle as a e-artform to create patterns. with control.
- **Overview & purpose** — Act on feedback given and reflect on work as it progresses.

Learning outcomes

Pupils will know:
The expectations of specific artists and then analyse the work of these artists/designers.
To use initial stimulus and artists to explore and develop imaginative ideas inspired by insects.
Pupils will be able to:
Use a range of techniques to record their observations and imagination in their sketchbooks as a basis for exploring their ideas.
Develop new card craft manipulation skills in order to strengthen the visual impact and applications of their 3D work.

NSEAD KS3 Yr 8 Assessment objectives Arbor statements

Plan and adapt ideas using drawing and 3D modelling.
Include artist research.
Start to take more creative risks and work more independently.
Use a wider range of media with increasing skill.
Create a final piece that shows clear connections to your planning and the theme.
Reflect on your work and use subject-specific vocabulary.
Suggest ways to improve your own and others' work.
Understand more about colour theory (tint, shade, complementary colours).
Talk about how artists use materials to show mood or meaning.

Year 9 — Paolozzi - Scrap to statement

- **Overview & purpose** — To demonstrate and record an understanding of the Pop Artist Eduardo Paolozzi.
- **Overview & purpose** — Develop and learn new skills in a variety of media when recording.
- **Overview & purpose** — Reflect and act on feedback as work progresses
- **Overview & purpose** — To create a card relief sculpture of a face inspired by Paolozzi .

Learning outcomes

Pupils will know:
Pop Art and craft has a purpose in society and is used to record society changes and events.
How to develop their own practical skills by selecting experimenting and manipulating a range of materials.
How to develop and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Pupils will be able to:
Work with purpose responding to stimulus to design ideas and intentions in 2D and 3D clearly taking creative actions to developing their ideas to create a personal response.
Understand how to cut, shape, mould, construct and work a range of art, craft and design materials in two and three dimensions exploiting their properties to create work that is Inspired by the Artist.

NSEAD KS3 Yr 9 Assessment objectives Arbor statements

Develop more personal and Imaginative Ideas.
Use artist/context research to support planning.
Show visual thinking clearly in your sketchbook.
Use materials and techniques with control and purpose.
Make confident decisions.
Your final outcome should show skill and link strongly to your Ideas.
Reflect and evaluate your work using art vocabulary.
Explain your creative choices and connect your work to artists or visual culture.
Use rules like perspective and proportion in your work.
Show how knowledge of art styles and media choices help you create meaningful outcomes.

Year 9 — Pop Art food characters - Burton Morris

- **Overview & purpose** — To analyse and research the work of Burton Morris using the elements of Art and opinions.
- **Overview & purpose** — To record from secondary sources foods which will inspire the development of an Illustration.
- **Overview & purpose** — To develop confidence in developing Imaginative work in the style of Burton Morris that show character.
- **Overview & purpose** — To develop Imaginative characters in 2D and 3D outcomes based on food

Learning outcomes

Pupils will know:
Who Burton Morris is and how his work is inspired by his culture
How to develop an Illustration using secondary sources and cartoon expressions to support their development of their character.
Pupils will be able to:
Work a range of art, craft and design media in two and some in three dimensions exploiting their properties to create work;
Apply their technical knowledge of materials and processes to select and improve their control of techniques and practices.
Take creative risks as they exploit the properties of 2D, 3D and colour meaning in designing, developing and presenting their food inspired character.

NSEAD KS3 Yr 9 Assessment objectives Arbor statements

Develop more personal and Imaginative Ideas.
Use artist/context research to support planning.
Show visual thinking clearly in your sketchbook.
Use materials and techniques with control and purpose.
Make confident decisions.
Your final outcome should show skill and link strongly to your Ideas.
Reflect and evaluate your work using art vocabulary.
Explain your creative choices and connect your work to artists or visual culture.
Use rules like perspective and proportion in your work.
Show how knowledge of art styles and media choices help you create meaningful outcomes.

Year 9 — Yellena James - ocean protection / Custodians of Beauty

- **Overview & purpose** — To understand the work of Yellena James and her ecology message about saving our oceans
- **Overview & purpose** — To fulfil a design brief working for a client to produce work to be housed in our community.
- **Overview & purpose.** — To apply the knowledge and skills gained through KS3 to produce a persuasi response.

Learning outcomes

Pupils will know:
The importance of preserving our oceans and caring for our sea creatures.
How to interpret and used the work of some artists, craftspeople and designers to inform their actions.
Pupils will be able to:
Cut, shape, mould, cast, construct and work a range of art, craft and design materials in two and three dimensions exploiting their properties to create work;
Apply their technical knowledge of materials and processes to select and improve their control of techniques and practices.
Take creative risks as they exploit the properties of 2D, 3D and tactile media in making their artificial reef.

NSEAD KS3 Yr 9 Assessment objectives Arbor statements

Develop more personal and Imaginative Ideas.
Use artist/context research to support planning.
Show visual thinking clearly in your sketchbook.
Use materials and techniques with control and purpose.
Make confident decisions.
Your final outcome should show skill and link strongly to your Ideas.
Reflect and evaluate your work using art vocabulary.
Explain your creative choices and connect your work to artists or visual culture.
Use rules like perspective and proportion in your work.
Show how knowledge of art styles and media choices help you create meaningful outcomes.

KS4 GCSE Art, Craft and Design

W/B	08/09	15/09	22/09	29/09	06/10	13/10	20/10	Term	03/11	10/11	17/11	24/11	01/12	08/12	15/12	Break
	1	2	3	4	5	6	7		8	9	10	11	12	13	14	
Year 10 GCSE ART C659QS Art Craft and Design	Colour application and skill workshops															

W/B	05/01	12/01	19/01	26/01	02/02	09/02	Term	23/02	02/03	09/03	16/03	23/03	Break	13/04	20/04	27/04	04/05	11/05	18/05	Term	01/06	08/06	15/06	22/06	29/06	06/07	13/07
	15	Week commencing Mock AO1 AO2		17	18	19	20		1	2	3	4	5		6	7	8	9	10	11		12	13	14	15	16	17
Year 10 GCSE ART C659QS Art Craft and Design	Cultural Diversity																										

Year 10 GCSE ART — Colour application and skill workshops

- **Overview & purpose** — Understand the Expectations of the GCSE course and have an experience of new media and ways of recording.
- **Overview & purpose** — Understand the basic principles of colour theory and colour mixing in wet and dry media Inspired by Mark Rothko and Richard Diebenkorn.
- **Overview & purpose** — Inspired by Christy Skuban and Rex Ray create layered sculptures using colour
- **Overview & purpose** — To demonstrate and record in a controlled and purposeful way.
- **Overview & purpose** — Develop and learn new skills In a variety of media when recording. Reflect and act on feedback as work progresses.
- **Overview & purpose** — To understand the expectations of the GCSE course
- **Overview & purpose** — To create a sketchbook of media and skills to use as reference..
- **Overview & purpose** — To develop skills in colour application and media control.
- **Overview & purpose** — To create a composition using primary colours and tapering..
- **Overview & purpose** — To present and reflect on the work produced in and out of sketchbook.
- **Overview & purpose** — To present and create a 3D outcome.

Learning outcomes

Pupils will know:
Who the Artists Richard Diebenkorn, Rex Ray, Mark Rothko and Christy Skuban are and how to create a strong research page art GCSE.
How to develop a composition, taking in to account, shapes, colour, and tapering.
How to control pencil and acrylic paint to execute a personal response.
How to experiment with different and new skills & techniques.
How to record the processes and annotate using subject specific language.
How to reflect and act on feedback when presenting my work in my sketchbook

Pupils will be able to:
Develop ideas through investigations, demonstrating critical understanding of sources .
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Complete workshop sessions and record their outcomes.
Explore a range of materials and processes.

Year 10 GCSE ART — Cultural Diversity

- **Overview & purpose** — Unit 1 project 2 Look at how Art is used in different cultures to record society.
- **Overview & purpose** — To explore the Tiki Culture and develop work inspired by this culture and gods.
- **Overview & purpose** — To explore the Mudcloth and Adinkra symbols from African tribes
- **Overview & purpose** — To apply printmaking techniques inspired by African culture
- **Overview & purpose** — To create a ceramic mask based on design work and refine ideas and designs as work progresses..
- Assessment 3 weeks
- **Overview & purpose** — To create a ceramic personal response In a 5 hour session Design and develop a personal response based on one of the cultures explored.
- **Overview & purpose** — Reflect and record the development of the personal response.
- **Overview & purpose** — Refine and review work based on feedback

Learning outcomes

Pupils will know:
How symbolism is used in culture in textiles, carvings and other artforms
How to present research in a sympathetic way to reflect the culture and develop responses using our own and other cultures as inspiration.
Pupils will be able to:
AO1 Develop ideas through investigations, demonstrating critical understanding of sources
AO3 Record ideas, observations and insights relevant to intentions as work progresses
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

W/B	05/01	12/01	19/01	26/01	02/02	09/02	Term	23/02	02/03	09/03	16/03	23/03	Break	13/04	20/04	27/04	04/05	11/05	18/05	Term	01/06	08/06	15/06	22/06	29/06	06/07	13/07
Year 11 GCSE ART, C659QS Art Craft and Design	Cultural Diversity				Mock exam					ESA - Unit 2											Portfolio Presentation						

Year 11 GCSE ART, C659QS Art Craft and Design

- **Overview & purpose** — To develop and understand design in a variety of cultures, which inspires their own outcomes..
- **Overview & purpose** — To present personal responses inspired by Cultures and media.
- **Overview & purpose** — To explore the exam
- **Overview & purpose** — To Art and respond to exam question by developing personal response.
- **Overview & purpose** — To produce a personal response in exam conditions.
- **Overview & purpose** — To complete AO1 research and AO2 responding to the chosen exam question.
- **Overview & purpose** — To complete AO3 & AO4 objective for ESA.
- **Overview & purpose** — Develop and explore ideas using media and media choices for personal responses.
- **Overview & purpose** — To refine ideas and media choices in preparation for the 18 hour exam.
- **Overview & purpose** — To undertake the 18 hour exam, write the creative statement and present ESA work for submission.
- ESA 10 hours
- **Overview & purpose** — Complete portfolio and exam board paperwork for submission.
- Hand In Deadline

Learning outcomes

Pupils will know:
How develop ideas based on the T-Bag design Company and Adinkra Symbols.
How to develop work in a variety of media and techniques.
How to reflect and annotate my work as it progresses and act on feedback.
Pupils will be able to:
To record my outcomes using subject specific vocabulary when reflecting on my work in my sketchbook.
To produce a variety of responses based on cultures.

Learning outcomes

Pupils will know:
How Artists respond to the exam question to develop ideas.
How to develop a personal response based on the exam question to develop personal responses.
How to explore different processes and media to develop personal responses based on their research;
Pupils will be able to:
Develop ideas through investigations, demonstrating critical understanding of sources.
Refine work by exploring ideas, selecting and ...

Learning outcomes

Pupils will know:
How to respond to the Exam board ESA.
How to write a personal Creative statement which tells the viewer what the work is about.
Pupils will be able to:
Evidence all the assessment objectives through the ESA preparation.
Produce a personal response in the 18 hour exam.

Present portfolio, Refine and enhance work after reflection and feedback.

KS5 A Level Art, Craft and Design

W/B	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 11	Week 12	Week 13	Week 14	Christmas	Week 15	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Half Term	Week 24	Week 25	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 4	Week 5	Week 6	Week 9	Mock Deadline	SJP Exp
Year 12 A6SQQS A Level Art Craft and Design	Foundation skills project 'Structure' Junk Kouture & Art History																							Unit 1 Personal Investigation theme																

Year 12 A6SQQS A Level Art Craft and Design — Foundation skills project 'Structure' Junk Kouture & Art History

Learning outcomes

Pupils will know:
how to start developing my extended learning sketchbook with gallery visits off-site online and in-real life.
I will be able to to research and record art movements from Gothic Art (12th to 15th Century) to Romantic/Iconic (Late 18th to mid 19th century)
How to develop my knowledge and understanding of contextual ...
Pupils will be able to:
Explore new ways of working using new media, through workshop sessions.

Pupils will know:
How to manipulate media when exploring structures.
Explore a variety of media in developing skill band confidence in workshops
Art History and the importance of Artists in the Creative Industry ...
Pupils will be able to:
Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical.

Learning outcomes

Pupils will know:
How to develop a personal response making links to artists and movements.
How to develop informed choices, reflecting on work as it progresses.
How to response to and act on feedback from group crit sessions.
Pupils will be able to:
Present a personal and meaningful response that realises intentions.
Make connections between visual and other elements when recording in the sketchbook.

Year 12 A6SQQS A Level Art Craft and Design — Unit 1 Personal Investigation theme

Learning outcomes

Pupils will know:
• The expectations of the Personal Investigation;
• How to start and develop a potential idea to explore;
• A variety of Artists who challenge the theme;
• Recent Artists and show deeper understanding of their work through written investigations;
• Develop part one of the Creative statement.
Pupils will be able to:
AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

W/B	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
Year 13 A6SQQS A Level Art Craft and Design	Unit 3 Essay/ creative presentation								Independant extended learning sketchbook																														

Year 13 A6SQQS A Level Art Craft and Design

- Reflect and review
- **Personal Investigation**
- **Personal Investigation — Create final outcomes**
- **Unit 2 - ESA** — 15 hour exam
- FRI 7th Hand In Deadline

Learning outcomes

Pupils will know:
How to develop my essay comparing 3 artists from different time periods
How to develop a personal response to my essay Inspired by my theme.
Pupils will be able to:
To record in a variety of media and record in my sketchbook, with reflective annotation ...
Develop ideas and new ways of working, taking risks in my choice of media and reflecting on outcomes.
Explore combining media and processes to develop new ways of recording and exploring my theme.

Learning outcomes

Pupils will know:
Potential media choices to explore based on Artists and resources recorded.
How to develop a personal response based on my research.
How the reflective language and annotation is vital to show deeper understanding and to reflect on their work in progress.
Pupils will be able to:
Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

Learning outcomes

Pupils will know:
The expectations of the ESA and starting points to explore.
How to start developing part of the Creative statement
Pupils will be able to:
Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.