

Archbishop Beck Catholic College Long Term Plan for Art -2025-26

Year 7 –

Initially students will complete a baseline observational drawing of a shoe, this is to gauge ability carried over from KS2. Students will then develop their knowledge, understanding and employment of techniques within the Formal elements of Art (Line, Shape, Tone, Form, Pattern & Texture) Students will refer to various artists, styles and inspirational throughout their study. Once students have covered the formal elements, they will explore and gain knowledge of colour theory-primary/ secondary/ tertiary/ complimentary etc. Portraits and facial proportions will be studied during the Spring term and in summer term, students will look at a cultural topic (as decided by their individual teacher-this is not constrained to the same cultures across the cohort, it is at the decision of the individual teacher). Previous cultures explored have included African, Egyptian, Aboriginal, Native American, Celtic, South Pacific, Chinese, Japanese. Historical art will be the final topic of study during term 2 of the Summer term.

Valiant Vocabulary: Line, Form, tone, shape, pattern, texture, Colour theory, Primary colours, Secondary colours, Tertiary colours, technique, media, mark making, Culture, History

Capital Cultural Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities	
The Liverpool Walker Art gallery: The Tate Liverpool: Virtual Gallery Tours:	Confidence, To work independently to produce a sketchbook/ development board and build on art techniques and acquired knowledge Positive Looking at art themes and positive messages, social topics, historical influences etc. Respectful Looking at different cultures, societies, Religions, ethnicities, meanings within art.	Fine Artist. Illustrator Graphic designer. Media/ Games designer. Fashion designer. Jewellery designer. Ceramicist. Architect. Art Teacher/ lecturer. Art historian. Curator.	Interior designer Art therapist Window dresser Set designer Muralist 3D artist/ Prop design Make-up artist Food/cake design Florist landscape designer Sculptor

Metacognition Methods applied in Teaching		
Solving the design problem - design brief through analysis/ researching methods and discussion -Modelling -you do /we do /they do -Questioning - reflection - what has gone well / what needs to be developed. -Team work discussions / pupils sharing ideas- model how it's done by an artist/ in industry -		

Archbishop Beck Catholic College Long Term Plan for Art
Year 8

Students will look at Perspective drawing, covering one-point, two-point and view-points. Gaining an understanding of perspective will then enable students to have a greater understanding of the following study of Landscape Art and Street Art. Students will explore the work of various Landscape and Street Artists. Traditional Landscape art to contemporary Landscape art will be explored. Still life art, including looking at Realism, Cubism, Surrealism and Hyper realism in still life art. Portraits and figure drawing will be taught in year 8, ensuring that students build on prior knowledge of facial proportions and the correct draughtsmanship when creating figure drawing. Students will end their year 8 study looking at Illustration, from early to contemporary children's book Illustration, to comic art.

Valiant Vocabulary: perspective, Vanishing point, one-point perspective, two-point perspective , viewpoints, Landscape, Horizon line, Street art, Graffiti, murals, Tags, Still life, composition, proportion, facial features, expressive drawings, gesture drawings, Illustration, techniques, spot Illustration, double-page spread,

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The Liverpool Walker Art gallery: The Tate Liverpool: Virtual Gallery Tours: Visiting artists	Confidence, To work independently to produce a sketchbook/ development board and build on art techniques and acquired knowledge Positive Looking at art themes and positive messages, social topics, historical influences etc. Respectful Looking at different cultures, societies, Religions, ethnicities, meanings within art.	Fine Artist. Illustrator Graphic designer. Media/ Games designer. Fashion designer. Jewellery designer. Ceramicist. Architect. Art Teacher/ lecturer. Art historian. Curator.	Interior designer Art therapist Window dresser Set designer Muralist 3D artist/ Prop design Make-up artist Food/cake design Florist landscape designer Sculptor

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Metacognition Methods applied in Teaching
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Solving the design problem - design brief though analysis/ researching methods and discussion

-Modelling -you do /we do /they do

-Questioning - reflection - what has gone well / what needs to be developed.
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-Team work discussions / pupils sharing ideas- model how it's done by an artist/ in industry
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Archbishop Beck Catholic College Long Term Plan for **Art-Year 9**

Students will look at Art Movements, in order to enrich their cultural and historical understanding of art. They will begin by looking at Ancient forms of art, from Cave Art to Egyptian hieroglyphics. They will also look at the Arts and Crafts movement of William Morris, illuminated letters and manuscripts, later exploring more contemporary art forms such as Pre-Raphaelites, Impressionists and Pop Artists. Students will also cover the theme of metamorphosis, allowing them more independence in exploring different aspects of metamorphosis, from change in people, change in the natural world-decay etc to optical illusions and how things can change visually. Identity is the theme of Spring, Term 2. Students will look at their own identity and explore how other artists have expressed their identity through their art. The Natural World is the closing theme for year 9 students, exploring Natural form and the animal kingdom in art.

Valiant Vocabulary : Art movements, Egyptian, Cave art, historical, Arts and Crafts, style, technique, influences, Identity, Impressionists, pop art, visual, refinement, independence, metamorphosis, Illusion, Nature, Wildlife, Natural form, research

Year 9

Capital Cultural Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities	
The Liverpool Walker Art gallery: The Tate Liverpool: Virtual Gallery Tours: Visiting artists	Confidence, To work independently to produce a sketchbook/ development board and build on art techniques and acquired knowledge Positive Looking at art themes and positive messages, social topics, historical influences etc.	Fine Artist. Illustrator Graphic designer. Media/ Games designer. Fashion designer. Jewellery designer. Ceramicist. Architect. Art Teacher/ lecturer.	Interior designer Art therapist Window dresser Set designer Muralist 3D artist/ Prop design Make-up artist Food/cake design Florist

	Respectful Looking at different cultures, societies, Religions, ethnicities, meanings within art.	Art historian. Curator.	landscape designer Sculptor
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Metacognition Methods applied in Teaching
Solving the design problem - design brief through analysis/ researching methods and discussion -Modelling -you do /we do /they do -Questioning - reflection - what has gone well / what needs to be developed. -Team work discussions / pupils sharing ideas- model how it's done by an artist/ in industry -