

CREATIVE ARTS LONG TERM PLAN 2021 - 2022

SUBJECT: **Creative Arts**

LONG TERM PLAN No. of lessons	SMSC	Acquired knowledge – build in opportunities to revisit & sequence carefully	Acquired Skills – embed, revisit and build in checks to ensure they have acquired them	AP Assessment – What have they learnt and remembered?	Extra- curricular links: <ul style="list-style-type: none"> ● School values ● CEIAG, Trips ● Links to local context ● Working across subjects
<p>Year 8 Term 3 12 weeks</p>	<p>C = By showing a willingness to participate and respond to visual stimuli, showing understanding of the artistic qualities of work through annotation.</p> <p>SP = Develop ideas through inspiration</p> <p>SO = Students are able to understand and respond to different aesthetic experiences by sharing a variety of media and experimenting with techniques.</p>	<p style="text-align: center;">ART</p> <p style="text-align: center;"><u>MAN MADE VESSELS & POP ART</u></p> <p>NEW SKILL</p> <ul style="list-style-type: none"> ● How to draw from first and second hand observation ● Perspective and scale ● Learn about the work and life of Pop Artists ● Composition in art 	<p style="text-align: center;">ART</p> <p style="text-align: center;"><u>MAN MADE VESSELS & POP ART</u></p> <p>NEW SKILL</p> <p>TASK: 'create a still life group of man-made objects'</p> <ul style="list-style-type: none"> ● Draw food containers from first and second hand observation ● Experiment with media for rendering ● Experiment with composition <p>Extension:</p> <ul style="list-style-type: none"> ● Application of Photoshop to make digital work inspired by Pop Artists 	<p style="text-align: center;">ART</p> <p style="text-align: center;"><u>MAN MADE VESSELS & POP ART</u></p> <p>Assessment should look at:</p> <ul style="list-style-type: none"> ● Accuracy of observation drawing ● Quality of media application ● Presentation ● Composition 	<p>CEIAG – Talk from local artists/designer about careers in the design sector? How is pop art used in everyday advertising?</p> <p>Subject links to:</p> <ul style="list-style-type: none"> ● ICT – IT based design work ● Maths –measurements and geometry ● History – Art in context
<p>Year 8 Term 2</p>	<p>C = By showing a willingness to participate and respond to visual stimuli, showing understanding of the artistic qualities of work through annotation.</p> <p>SP = Students can reflect on nature, their environment and</p>	<p style="text-align: center;">September – October</p> <p style="text-align: center;">GRAPHIC DESIGN/ILLUSTRATION</p> <p>RECAP/EMBEDDING knowledge in:</p> <ul style="list-style-type: none"> ● Colour theory ● Composition ● Illustration ● Graphic design & text ● 2nd & 1st hand observation 	<p style="text-align: center;">September – October</p> <p style="text-align: center;">GRAPHIC DESIGN/ILLUSTRATION</p> <p>RECAP/EMBEDDING skills in:</p> <ul style="list-style-type: none"> ● Observation drawing ● Application of mixed media ● Composition ● Design in context 	<p style="text-align: center;">PR1: 2nd December</p> <p style="text-align: center;">GRAPHIC DESIGN/ILLUSTRATION</p> <p>Students should show an understanding of:</p> <p>1. Working to a brief</p>	<p>CEIAG Use Unifrog to showcase graphic design as a career</p> <p>Trip to give context for the design brief</p> <p>Subject links to:</p>

<p>10 weeks</p>	<p>surroundings through first & second hand observation. Students develop aesthetic appreciation for media and techniques. Students are encouraged to experiment with ideas, trusting in their own judgements, being given the freedom to use resources that are available to show their creativity.</p>	<ul style="list-style-type: none"> ● Imagination ● Research skills <p>NEW SKILL</p> <ul style="list-style-type: none"> ● 'Working to a brief' ● Understanding of specification 	<p>TASK: 'Design a poster according to a design brief'</p> <ul style="list-style-type: none"> ● <i>Research & design a poster to meet a design brief. Drawing from second hand sources and plan for text</i> <p>NEW SKILL</p> <ul style="list-style-type: none"> ● Drawing from second hand sources ● Research skills to aid design work <p><i>Discussion: how do we consider the environment and audience when designing for location?</i></p>	<ol style="list-style-type: none"> 2. Research skills and presentation 3. Observation drawing 4. Application of media <p><i>These components will be assessed through the final outcome and supporting preparatory work.</i></p>	<ul style="list-style-type: none"> ● Art – media application and colour theory ● Science – natural environment ● ICT – IT based design work ● Maths –measurements and geometry
<p>Year 8 Term 3 12 weeks</p>	<p>M = By understanding the strict design brief given to them, reflecting on the need for rules in design work.</p> <p>SO = They are able to appreciate the work of their peers by sharing work with the class and reflecting on others achievements through peer assessment.</p> <p>They reflect on those experiences by annotating and assessing their own work.</p>	<p>GRAPHIC DESIGN</p> <p>RECAP/EMBEDDING knowledge in:</p> <ul style="list-style-type: none"> ● Graphic design & text ● Composition ● Google Drive and importing images between phones and school ● Text and fonts ● 'Working to a brief' <p>NEW SKILL</p> <p>Photoshop text application</p>	<p>GRAPHIC DESIGN</p> <p>RECAP/EMBEDDING skills in:</p> <ul style="list-style-type: none"> ● Research skills to aid design work ● Composition ● Design in context ● Basic Photoshop Text application <p>TASK: 'Apply text to poster design '</p> <ul style="list-style-type: none"> ● <i>Apply text to the illustrated poster from term 1. Experiment with layer blend modes</i> <p>NEW SKILL</p> <p>Photoshop layer blend modes</p>	<p>GRAPHIC DESIGN</p> <p>Students should show an understanding of:</p> <ol style="list-style-type: none"> 1. Composition 2. Meeting a brief 3. Text design and application 4. Photoshop skill in Text and Layer blend modes <p><i>These components will be assessed through the final outcome and supporting preparatory work</i></p>	<p>Values -resilience, respecting the environment and teamwork SHOW (values)</p> <p>GCSE exemplar to promote highest standards and expectations.</p> <p>Subject links to:</p> <ul style="list-style-type: none"> ● Art – media application ● Science – natural environment ● ICT – IT based design work ● Maths –measurements