



**Inclusion** is at the **heart** of our trust

## Long Term/Curriculum Plan

**School:**

**Crosshill School**

**Subject:**

**Art Explore**

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	Charlie Turner- Arts Lead
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students' needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• Know themselves</li> <li>• Possess functional skills</li> <li>• Be independent</li> <li>• Be good communicators</li> <li>• Be curious learners</li> <li>• Be prepared for adulthood</li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
<b>Subject Intent</b>	<p>At Crosshill, our KS4 Entry Level Art and Design curriculum is designed to empower students to develop a <b>personal creative voice</b> while gaining practical, vocational skills. We focus on building a sustainable artistic practice that prepares students for further education or life beyond school, using a global lens to inspire their unique portfolios.</p> <p><b>Knowledge and Technical Skills</b></p> <p>The intent is to transition students from guided learning to <b>independent application</b>. By the end of KS4, pupils will demonstrate a purposeful use of the formal elements—line, form, colour, and texture—within their own projects.</p> <ul style="list-style-type: none"> <li>• <b>Practical Proficiency:</b> Students will curate a portfolio of work that showcases a range of media, focusing on the mastery of specific techniques suited to their individual strengths.</li> </ul>

- **Media Specialisms:**

- **Painting & Drawing:** Developing sustained studies from direct observation and imagination, inspired by diverse styles from Vincent van Gogh to textile artists.
- **3D Design & Sculpture:** Constructing 3D forms using varied materials, focusing on structural integrity and tactile expression.
- **Textiles & Collage:** Exploring the tactile properties of mixed media, combining traditional techniques like embroidery with modern composition.
- **Photography & Digital Media:** Using visual storytelling to document their environment and express personal narratives.

#### **The Creative Process: AO (Assessment Objective) Alignment**

Our curriculum intent is aligned with the core requirements of Entry Level Art, ensuring students understand the journey of an artist:

1. **Develop:** Exploring the work of global artists to inspire original ideas.
2. **Experiment:** Taking risks with materials and refining techniques through trial and error.
3. **Record:** Documenting ideas and observations through sketching, photography, and annotation.
4. **Present:** Producing a final meaningful outcome that brings their research and experimentation together.

#### **Cultural Context and Personal Growth**

We aim to foster **cultural empathy and critical reflection**. By analysing how art reflects society and history across different continents, students develop their own opinions and learn to articulate their creative choices. This process builds self-esteem, fine motor skills, and the ability to view the world through a critical, inclusive lens.

Ultimately, we intend for every student to leave KS4 with a sense of pride in their portfolio and the functional skills necessary to navigate a creative world.

<b>Key Stage 4, National Curriculum Aims</b>	The curriculum aims are directly aligned with the Entry Level Art and Design specification, specifically structured around Assessment Objectives AO1 through AO4. This framework builds upon the foundations of KS2 and KS3, challenging pupils to develop their creative voice while increasing technical proficiency. The core requirements ensure that pupils develop ideas through investigations (AO1), refine their work by exploring resources and media (AO2), record ideas and observations relevant to their intentions (AO3), and present a meaningful personal response that demonstrates critical understanding (AO4). This sequenced long-term plan ensures students develop the critical thinking and practical skills necessary to achieve a recognized qualification.
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<b>Year Group</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Autumn Term:</b> September- December	<p><b>60% Portfolio- Topic: Our World</b></p> <p><b>Knowledge:</b></p> <p><b>A01:</b> Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work</p> <p><b>A02:</b> Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p><b>A03:</b> Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p><b>A04:</b> Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can develop ideas through investigation and demonstrate critical understanding of sources from a given starting point.</li> </ul>	<p><b>60% Portfolio- Topic: Vibrant 60s</b></p> <p><b>Knowledge:</b></p> <p><b>A01:</b> Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work</p> <p><b>A02:</b> Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p><b>A03:</b> Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p><b>A04:</b> Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can develop ideas through investigation and demonstrate critical understanding of sources from a given starting point.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can provide evidence of progression from initial ideas to their own personal final outcome(s) or response(s).</li> <li>• I can demonstrate their ability to discover and refine source material through research skills.</li> <li>• I can ideas, observations and insights relevant to their personal intentions as work progresses.</li> <li>• I can refine my work by exploring ideas and experimenting with media appropriate to their area of study.</li> <li>• I can select appropriate art and design techniques which will demonstrate their ability to realise their own personal final outcome(s) or response(s).</li> <li>• I can organise and present evidence of work that demonstrates the best of their achievement across all four assessment objectives, through appropriate means.</li> </ul>	<ul style="list-style-type: none"> <li>• I can provide evidence of progression from initial ideas to their own personal final outcome(s) or response(s).</li> <li>• I can demonstrate their ability to discover and refine source material through research skills.</li> <li>• I can ideas, observations and insights relevant to their personal intentions as work progresses.</li> <li>• I can refine my work by exploring ideas and experimenting with media appropriate to their area of study.</li> <li>• I can select appropriate art and design techniques which will demonstrate their ability to realise their own personal final outcome(s) or response(s).</li> <li>• I can organise and present evidence of work that demonstrates the best of their achievement across all four assessment objectives, through appropriate means</li> </ul>
<b>Spring Term:</b> January to May  <b>Submission date 16<sup>th</sup> of May</b>	<p><b>40% Externally Set Task- Topic: Coasts</b></p> <p><b>A01:</b> Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work</p> <p><b>A02:</b> Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p><b>A03:</b> Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p>	<p><b>40% Externally Set Task - Topic: Figures</b></p> <p><b>A01:</b> Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work</p> <p><b>A02:</b> Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p><b>A03:</b> Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p><b>A04:</b> Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p>

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	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can create a mood board relating to an artist and theme.</li> <li>• I can experiment with similar materials to the artist and create art inspired by their work.</li> <li>• I can use materials and processes to inform my choices when making and creating work.</li> <li>• I can explore and experiment with a range of materials and techniques.</li> <li>• I can use photography to record ideas.</li> <li>• I can create a plan for my final piece.</li> <li>• I can create a prototype for my final piece.</li> <li>• I can use materials and techniques to create a final piece inspired by the photographs I have taken and my final piece plan.</li> <li>• I can create a final piece in the set time of the task.</li> <li>• I can record, reflect and evaluate my ideas and thoughts.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can create a mood board relating to an artist and theme.</li> <li>• I can experiment with similar materials to the artist and create art inspired by their work.</li> <li>• I can use materials and processes to inform my choices when making and creating work.</li> <li>• I can explore and experiment with a range of materials and techniques.</li> <li>• I can use photography to record ideas.</li> <li>• I can create a plan for my final piece.</li> <li>• I can create a prototype for my final piece.</li> <li>• I can use materials and techniques to create a final piece inspired by the photographs I have taken and my final piece plan.</li> <li>• I can create a final piece in the set time of the task.</li> <li>• I can record, reflect and evaluate my ideas and thoughts.</li> </ul>



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