



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

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

Art Inspire

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.

Curriculum Leadership	Charlie Turner- Creative Lead
School Intent	<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"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <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>
Subject Intent	<p>At Crosshill, the subject intent is to explore global artists and a range of media to cultivate a rich understanding of diverse cultures and to develop core artistic skills. This approach aims to equip pupils with the ability to express themselves creatively, while also building a global perspective through the study of art.</p> <p>Knowledge and Skills</p> <p>The curriculum intends to build a strong foundation in the elements of art such as line, form, colour, and texture. By studying artists from different continents, pupils will learn how these elements are used in various cultural contexts. For example, they might compare the use of colour in Mexican folk art with that in Japanese Ukiyo-e woodblock prints.</p> <p>Pupils will gain practical proficiency in a wide range of media. The intent is to move beyond mere imitation, encouraging pupils to understand the properties of each material and the techniques used by different artists.</p> <ul style="list-style-type: none"> • Painting: Pupils will explore various techniques like watercolour washes and acrylic layering, inspired by artists like Frida Kahlo or Yayoi Kusama. • Drawing: The curriculum will focus on observational drawing, perspective, and shading, referencing artists such as Vincent van Gogh. • Sculpture: Pupils will learn to work with 3D forms, inspired by artists around the world.

- **Textiles:** Students will explore weaving, embroidery, and fabric printing, drawing inspiration from cultural traditions.
- **Collage:** This will involve learning about composition and texture through mixed media, referencing artists like Romero Britto.
- **Photography:** Pupils will be taught narratives.

Cultural Understanding and Context

A key part of the intent is to foster **cultural empathy and critical thinking**. By studying artists from around the world, pupils will learn that art is a reflection of society, history, and personal experience. They'll be encouraged to ask questions about why and how certain artworks were created. This deepens their appreciation for different cultures and helps them see the world from multiple perspectives. The curriculum aims to ensure pupils understand that creativity is a universal human trait with endless forms of expression.

At Crosshill, our KS4 Entry Level Art and Design curriculum is designed to empower students to develop a **personal creative voice** 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.

Knowledge and Technical Skills

The intent is to transition students from guided learning to **independent application**. By the end of KS4, pupils will demonstrate a purposeful use of the formal elements—line, form, colour, and texture—within their own projects.

- **Practical Proficiency:** 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.
- **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.

KS2 National Curriculum Aims:	The curriculum aims are drawn from the National Curriculum for England's statutory Programme of Study for Art and Design (Key Stages 1 and 2). These national aims establish the core knowledge, skills, and processes all pupils must be taught. Specifically, they mandate that pupils should:	KS3 National Curriculum Aims:	The curriculum aims are directly derived from the National Curriculum for England's statutory Programme of Study for Art and Design. These aims build upon the foundation of KS2, requiring pupils to develop their creativity and ideas while significantly increasing their proficiency in making. The core requirements are that pupils	KS4 National Curriculum Aims:	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
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	<p>produce creative work, exploring ideas and recording experiences; become proficient in drawing, painting, sculpture, and other art and design techniques; evaluate and analyse creative works using appropriate language; and know about great artists, craft makers, and designers, understanding the historical and cultural development of their art forms. The long-term plan organises these broad national requirements into a sequenced progression, ensuring skills and knowledge build year-on-year across Lower and Upper KS2, and often linking them to specific projects, media (e.g., textiles, printmaking), and historical or contemporary artists.</p>	<p>must be taught: to use a wide range of techniques and media to record observations and explore ideas in sketchbooks; to become more proficient in the handling of different materials, including painting, drawing, and 3D media; to develop a critical understanding of artists, architects, and designers, expressing reasoned judgements; and to know about the history of art, craft, design, and architecture. The long-term plan sequences these requirements across the years to ensure students are prepared to think critically, develop technical skills, and ultimately lay the groundwork for potential qualification study.</p>	<p>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.</p>
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Topic and Time Allocated	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn A	Topic: All About Me - Formal Elements of Art Artist: <i>Romero Britto</i>	Topic: Art and Music-Painting Artist: <i>Alison Munti Riley</i>	Topic: Starry Nights – Texture Painting Artist: <i>Van Gogh</i>	60% Portfolio- Topic: Our World	60% Portfolio- Topic: Vibrant 60s
	Knowledge Exploring and developing ideas:	Knowledge Exploring and developing ideas:	Knowledge: Exploring and developing ideas:	Knowledge: A01: Develop their ideas through investigations informed by the work of	Knowledge: A01: Develop their ideas through investigations informed by the work of

	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. <p>Evaluating and Developing work:</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. 	<ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Evaluating and Developing work:</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in journal 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <p>Evaluating and Developing work:</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in journal. 	<p>others and relevant sources, demonstrating contributions to the making of practical work</p> <p>A02: Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p>A04: Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p>	<p>others and relevant sources, demonstrating contributions to the making of practical work</p> <p>A02: Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p>A04: Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p>
	<p>Skills:</p> <ol style="list-style-type: none"> Line - Name, match and draw lines/marks from observations Shape - Observe and draw shapes from observations 	<p>Skills:</p> <p>Developing on their drawing skills:</p> <ul style="list-style-type: none"> Use journals to select and record visual information from different sources. Draw for a sustained period of 	<p>Skills:</p> <p>Developing on their drawing skills:</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. <p>Developing understanding of techniques and materials</p>	<p>Skills:</p> <ul style="list-style-type: none"> I can develop ideas through investigation and demonstrate critical understanding of sources from a 	<p>Skills:</p> <ul style="list-style-type: none"> I can develop ideas through investigation and demonstrate critical understanding of sources from a

	<p>3. Form- Invent new shapes</p> <p>4. Value- Investigate tone by drawing light/dark lines/patters and shapes.</p> <p>5. Texture- Investigate textures by describing, naming, rubbing and copying.</p> <p>6. Colour - Identify primary and secondary colours by name. Mix primary/secondary shades and tones</p> <p>7. Space - Draw shapes in between to objects.</p>	<p>time at an appropriate level.</p> <p>Developing an understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Create different effects and textures with paint according to what they need for the task. • Mix colours and know which primary colours make secondary colours. 	<ul style="list-style-type: none"> • Work on a range of scales e.g. thin brush on small picture etc. • Mix and use tints and shades. 	<p>given starting point.</p> <ul style="list-style-type: none"> • I can provide evidence of progression from initial ideas to their own personal final outcome(s) or response(s). • I can demonstrate their ability to discover and refine source material through research skills. • I can ideas, observations and insights relevant to their personal intentions as work progresses. • I can refine my work by exploring ideas and experimenting with media appropriate to their area of study. • I can select appropriate art and design techniques which 	<p>given starting point.</p> <ul style="list-style-type: none"> • I can provide evidence of progression from initial ideas to their own personal final outcome(s) or response(s). • I can demonstrate their ability to discover and refine source material through research skills. • I can ideas, observations and insights relevant to their personal intentions as work progresses. • I can refine my work by exploring ideas and experimenting with media appropriate to their area of study. • I can select appropriate art and design techniques which
Autumn B	<p>Topic: <i>Here I am (Portraits) - Painting</i> Artist: <i>Frida Kahlo</i></p>	<p>Topic: <i>WW1- Muddy Drawing</i> Artist: <i>Rebecca Haseltine</i></p>	<p>Topic: <i>Landscape and Perspective- Drawing</i> Artist: <i>Caterina Rossato</i></p>	<p>Knowledge:</p>	<p>Knowledge:</p>

<p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> Explore the work of Artist, designers and craftspeople of different times and cultures. <p>Evaluating and Developing Work:</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in future work. 	<p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluation:</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in journal. 	<p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluation:</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in journal. 	<p>will demonstrate their ability to realise their own personal final outcome(s) or response(s).</p> <ul style="list-style-type: none"> I can organise and present evidence of work that demonstrates the best of their achievement across all four assessment objectives, through appropriate means. 	<p>will demonstrate their ability to realise their own personal final outcome(s) or response(s).</p> <ul style="list-style-type: none"> I can organise and present evidence of work that demonstrates the best of their achievement across all four assessment objectives, through appropriate means
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Spring A:	Topic: Creepy Crawlies- 3D and Sculpture Artist: David Rogers	Topic: Architecture and Art- 3D and Mosaic Artist: Antoni Guadi	Topic: Monsters and Myths- 3D and Sculpture Artist: James DeRosso	40% Externally Set Task- Topic: Coasts	40% Externally Set Task- Topic: Figures
	<p>Knowledge: Exploring and developing ideas:</p> <ul style="list-style-type: none"> Develop their ideas – try things out, change their minds. <p>Evaluating and Developing Work:</p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. 	<p>Knowledge: Exploring and developing ideas:</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination and explore ideas for different purposes. <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. 	<p>Knowledge: Exploring and developing ideas:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others work and say what they feel about them. Annotate work in a journal. 	<p>A01: Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work</p> <p>A02: Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p>A04: Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p>	<p>A01: Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work</p> <p>A02: Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p>A04: Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p>

	<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> • Observe and draw shapes from observations. • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Use simple 2-D shapes to create a 3-D form. Explore sculpture with a range of malleable media. 	<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> • Use journals to select and record visual information from different sources. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. 	<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> • Use journals to collect and record visual information from different sources. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. 	<p>Skills:</p> <ul style="list-style-type: none"> • I can create a mood board relating to an artist and theme. • I can experiment with similar materials to the artist and create art inspired by their work. • I can use materials and processes to inform my choices when making and creating work. • I can explore and experiment with a range of materials and techniques. • I can use photography to record ideas. • I can create a plan for my final piece. • I can create a prototype for my final piece. • I can use materials and 	<p>Skills:</p> <ul style="list-style-type: none"> • I can create a mood board relating to an artist and theme. • I can experiment with similar materials to the artist and create art inspired by their work. • I can use materials and processes to inform my choices when making and creating work. • I can explore and experiment with a range of materials and techniques. • I can use photography to record ideas. • I can create a plan for my final piece. • I can create a prototype for my final piece. • I can use materials and
Spring B	<p>Topic: Hot and Cold- Printmaking Artist: Hundertwasser</p>	<p>Topic: Pop Culture and Art – Printmaking Artist: Andy Warhol</p>	<p>Topic: Victorians/Wallpaper - Printmaking Artist: William Morris</p>		
	<p>Knowledge: Exploring and developing ideas:</p>	<p>Knowledge: Exploring and developing ideas:</p>	<p>Knowledge: Exploring and developing ideas:</p>		

<ul style="list-style-type: none"> Develop their ideas – try things out, change their minds. <p>Evaluating and Developing Work:</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and Developing Work:</p> <ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in journal 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <p>Evaluating and Developing work:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	<p>techniques to create a final piece inspired by the photographs I have taken and my final piece plan.</p> <ul style="list-style-type: none"> I can create a final piece in the set time of the task. <p>I can record, reflect and evaluate my ideas and thoughts.</p>	<p>techniques to create a final piece inspired by the photographs I have taken and my final piece plan.</p> <ul style="list-style-type: none"> I can create a final piece in the set time of the task. <p>I can record, reflect and evaluate my ideas and thoughts.</p>
<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> Control the types of marks made with the range of media. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen 	<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> Apply a simple use of pattern and texture in a drawing. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. 	<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> Create repeating patterns. 		

	<ul style="list-style-type: none"> barrels, sponge. • Make simple marks on rollers and printing palettes. 				
Summer A	Topic: My Community- Textiles Artist: <i>Nicola Perren and Dionne Swift</i>	Topic: Vintage Textiles – Batik and Textiles Artist: <i>Priscilla Jones</i>	Topic: Food Glorious Food! Textiles Artist: <i>Lucy Sparrow</i>		January to May Submission date 16th of May
	Knowledge: Exploring and developing ideas: <ul style="list-style-type: none"> • Ask and answer questions about the starting points for their work. Evaluating and Developing Work: <ul style="list-style-type: none"> • Identify what they might change in their current work or develop in future work. 	Knowledge: Exploring and developing ideas: <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination and explore ideas for different purposes. Evaluating and developing work: <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others work. • Annotate work in journal. 	Knowledge: Exploring and developing ideas: <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. Evaluating and developing work: <ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. • Annotate their work in a journal 		
	Skills: Developing on their drawing skills: <ul style="list-style-type: none"> • Draw on different 	Skills: Developing on their drawing skills: <ul style="list-style-type: none"> • Use journals to select and record 	Skills: Developing on their drawing skills:		

	<p>surfaces with a range of media.</p> <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Apply shapes by glue or stitching. • Cut and shape fabric. 	<p>visual information from different sources.</p> <ul style="list-style-type: none"> • Experiment with ways in which surface details can be added to drawings. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. 	<p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Develop skills in stitching, cutting and joining. • Experiment with paste resist. 		
Summer B	<p>Topic: My Year in Pictures- Mixed media Artists: <i>Artists from each term.</i></p> <p>Knowledge: Exploring and developing ideas:</p> <ul style="list-style-type: none"> • Explore the work of Artist, designers and craftspeople of different times and cultures. <p>Evaluating and Developing Work:</p> <ul style="list-style-type: none"> • Review what they and others have done and 	<p>Topic: TV and Movies- Digital Media and Animation Artist: <i>Nick Park</i></p> <p>Knowledge: Exploring and developing ideas:</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their 	<p>Topic: Earth Warriors- Photography and Mixed Media Artist: <i>Andy Goldsworthy</i></p> <p>Knowledge: Exploring and developing ideas:</p> <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their 		

	<p>sat what they think and feel about it.</p> <p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> • Experiment with a variety of media. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. 	<p>own and others work and say what they feel about them.</p> <ul style="list-style-type: none"> • Annotate work in a journal. 	<p>own and others' work and say what they think and feel about them.</p> <ul style="list-style-type: none"> • Annotate their work in a journal. 		
	<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> • Use journals to select and record visual information from different sources. • Apply tone in a drawing in a simple way. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Record and collect visual information using digital cameras and video recorders. 	<p>Skills: Developing on their drawing skills:</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to draw different forms and shapes. <p>Developing understanding of techniques and materials:</p> <ul style="list-style-type: none"> • Use collage as a means of collecting ideas and information and building a visual vocabulary. 			