



ART LTP Action Plan & Report / VASILIKI KATSARELA 22/23

LTP	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Journey 1 Confident Community Engagement						
Central key stage 2 - year 3-6 (7-11 years old) key stage 3 -years 7-9 (11-14 years old)	<p>topic: Myself Portrait, likes/dislikes - Andy Warho</p> <p>skills :</p> <p>exploring techniques (use of paintbrush, sponge etc) control of using tools (holding paintbrush etc) ,and</p> <p>communication skills (starting naming colours and asking) (use of tools, techniques ,developing motor skills)</p> <p>knowledge : learning from experience by</p>	<p>topic :Autumn & Winter Season: Winter -christmas David Hockney, Georgia O’Keefe, Gustav Klimt</p> <p>skills: exploring techniques (use of paintbrush, sponge etc) control of using tools (holding paintbrush etc) ,and communication skills (starting naming colours and asking) (use of tools, techniques ,developing motor skills)</p> <p>knowledge: learning from experience by</p>	<p>topic: music + sound Kandinsky , Paul Klee Movement with music</p> <p>skills:exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge: learning from experience (experiment and learning using body parts to paint , art elements lines, texture)</p>	<p>topic : animals flying animals Molas of Panama</p> <p>skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge : learning from experience (experiment and understanding art expression through culture elements, elements lines, texture, collage)</p>	<p>topic: inspiring individuals jackson pollock expressionism</p> <p>skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge:learning from experience (experiment and understanding art expressive and creative tasks, elements lines, texture,)</p>	<p>topic: the seaside Sea animals : Molas of Panama</p> <p>skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge : learning from experience (experiment and understanding art expression through culture elements, elements lines, texture, collage)</p>



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	observing how an idea can change, observing works for art (starting recognising formal					
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	art elements maybe be able to name them)	observing how an idea can change, observing works for art (starting recognising formal art elements maybe be able to name them)				
<p>Circle</p> <p>-key stage 3 -years 7-9 (11 to 14 years old)</p> <p>-key stage 4 -years 10-11 (14-16 years old)</p>	<p>topic: Myself Portrait, likes/dislikes - Andy Warhol</p> <p>skills : exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge : learning from experience (experiment and learning their body parts)</p>	<p>topic :Autumn & Winter Season: Winter -christmas David Hockney, Georgia O’Keefe, Gustav Klimt</p> <p>skills:exploring technical skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge : learning from experience (experiment and learning their body parts, sensations in each season, art elements in each season)</p>	<p>topic: music + sound Kandinsky , Paul Klee</p> <p>Movement with music</p> <p>skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge:learning from experience (experiment and learning using body parts to paint , art elements lines, texture)</p>	<p>topic : animals flying animals Molas of Panama</p> <p>skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge : learning from experience (experiment and understanding art expression through culture elements, elements lines, texture, collage)</p>	<p>topic: inspiring individuals jackson pollock - expressionism</p> <p>skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge: learning from experience (experiment and understanding art expressive and creative tasks, elements lines, texture,)</p>	<p>topic: the seaside Sea animals : Molas of Panama</p> <p>skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge : learning from experience (experiment and understanding art expression through culture elements, elements lines, texture, collage)</p>
Victoria						

Journey 2 | Community Engagement and Employment Opportunities

<p>Northern key stage 2 -year 3-6 (7-11 years old) key stage 3 -years 7-9 (11-14 years</p>	<p>Les Fauve -Colour theory -Henri Matisse , Andre Derain</p> <p>skills: developing technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge : improving their design and painting skills (learning about colours), through the work of artists</p>	<p>Les Fauve -Colour theory -Henri Matisse , Andre Derain</p> <p>skills: developing technical and communication skills (use of tools, techniques ,developing motor skills)</p> <p>knowledge:improving their design and painting skills (learning about colours), through the work of artists</p>	<p>Pop Art Andy Warhol Roy Lichtenstein</p> <p>skills:developing technical and communication skills (use of tools, techniques -collage, printing ,developing motor skills)</p> <p>knowledge: improving their design and painting skills through creative art techniques (collage, combination of colours)</p>	<p>Pop Art Andy Warhol Roy Lichtenstein</p> <p>skills: developing technical and communication skills (use of tools, techniques -collage, printing ,developing motor skills)</p> <p>knowledge: improving their design and painting skills through creative art techniques (collage, combination of colours)</p>	<p>Wayne Thiebaud Still life</p> <p>skills:developing technical and communication skills (use of tools, techniques - use of pastels ,developing motor skills)</p> <p>knowledge : improving their design and painting skills through creative art techniques (paint technique using pastels)</p>	<p>Wayne Thiebaud Still life</p> <p>skills:developing technical and communication skills (use of tools, techniques - use of pastels ,developing motor skills)</p> <p>knowledge: improving their design and painting skills through creative art techniques (paint technique using pastels)</p>
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Piccadilly key stage 3 -years 7-9 (11-14 years)	Les Fauve -Colour theory -Henri Matisse , Andre Derain skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art	Les Fauve -Colour theory -Henri Matisse , Andre Derain skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual	Pop Art Andy Warhol Roy Lichtenstein skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art	Pop Art Andy Warhol Roy Lichtenstein skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art	Wayne Thiebaud Still life skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists	Wayne Thiebaud Still life skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists
	movement, artists name etc, developing use of colours , lines, form, tone, texture	language - art movement, artists name etc, developing use of colours , lines, form, tone, texture	movement, artists name etc, developing use of colours , lines, form, tone, texture through art techniques (printing, collage)	movement, artists name etc, developing use of colours , lines, form, tone, texture through art techniques (printing, collage)	name etc, developing use of colours , lines, form, tone, texture through experimenting with art tools (use of pastels)	name etc, developing use of colours , lines, form, tone, texture through experimenting with art tools (use of pastels)

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Metropol. key stage 3 -years 7-9 (11-14 years)	<p>Les Fauve -Colour theory -Henri Matisse , Andre Derain skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists name etc, developing use of colours , lines, form, tone, texture</p>	<p>Les Fauve -Colour theory -Henri Matisse , Andre Derain skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists name etc, developing use of colours , lines, form, tone, texture</p>	<p>Pop Art Andy Warhol Roy Lichtenstein skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists name etc, developing use of colours , lines, form, tone, texture through art techniques (printing, collage)</p>	<p>Pop Art Andy Warhol Roy Lichtenstein skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists name etc, developing use of colours , lines, form, tone, texture through art techniques (printing, collage)</p>	<p>Wayne Thiebaud Still life skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists name etc, developing use of colours , lines, form, tone, texture through experimenting with art tools (use of pastels)</p>	<p>Wayne Thiebaud Still life skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : appropriate visual language - art movement, artists name etc, developing use of colours , lines, form, tone, texture through experimenting with art tools (use of pastels)</p>
Jubilee						
Elizabeth						

Journey 3 ¦ Further Study and Skilled Work Opportunities

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District key stage 3 -years 7-9 (11-14 years)	Wassily Kandinsky Colour theory skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : learning techniques of painting (using and studying of colours) , analyse their work using appropriate vocabulary,	Wassily Kandinsky Colour theory skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : learning techniques of painting (using and studying of colours) , analyse their work using appropriate vocabulary,	Drawing Charcoal- Leon Kossof ink - Mark Powell skills: developing art techniques and use of art medium (ink and charcoal) in order to use them and produce an art work knowledge: developing on handling different materials through experience , analyse their work using appropriate vocabulary,	Drawing Charcoal- Leon Kossof ink - Mark Powell skills: developing art techniques and use of art medium (ink and charcoal) in order to use them and produce an art work knowledge: developing on handling different materials through experience , analyse their work using appropriate vocabulary	Painting Landscapes : David Hockney skills: developing understanding of different art themes knowledge: developing and use of expressive art techniques in order to create their own artwork inspired by famous artists	Painting Portrait: David Hockney skills: developing understanding of different art themes knowledge: developing and use of expressive art techniques in order to create their own artwork inspired by famous artists
Bakerloo key stage 3 -years 7-9 (11-14 years)	Wassily Kandinsky Colour theory skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : learning techniques of painting (using and studying of colours) , analyse their	Wassily Kandinsky Colour theory skills: use of visual language, use of drawing and painting skills to be part of a creative process knowledge : learning techniques of painting (using and studying of colours) , analyse their	Drawing Charcoal- Leon Kossof ink - Mark Powell skills: developing art techniques and use of art medium (ink and charcoal) in order to use them and produce an art work knowledge: developing on handling different materials through	Drawing Charcoal- Leon Kossof ink - Mark Powell skills: developing art techniques and use of art medium (ink and charcoal) in order to use them and produce an art work knowledge: developing on handling different materials through	Painting Landscapes : David Hockney skills: developing understanding of different art themes knowledge: developing and use of expressive art techniques in order to create their own artwork inspired by famous artists	Painting Landscapes : David Hockney skills: developing understanding of different art themes knowledge: developing and use of expressive art techniques in order to create their own artwork inspired by famous artists

work using appropriate vocabulary,

Wassily Kandinsky
Colour theory

Ham. & City **skills:**
use



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-key stage 3 language, use of drawing and painting skills to be part of a creative process -key stage 4 knowledge : learning techniques of painting ((14-16 using and studying of colours) , analyse their work using appropriate vocabulary, Wat. & City	of visual language, use of drawing and painting skills to be part of a creative process knowledge : learning techniques of painting (using and studying of colours) , analyse their work using appropriate vocabulary,	Wassily Kandinsky Colour theory skills : use of visual language, use of drawing and painting skills to be part of a creative process knowledge : learning techniques of painting (using and studying of colours) , analyse their work using appropriate vocabulary, experience , analyze their work using appropriate vocabulary,	Drawing Charcoal- Leon Kossof ink - Mark Powell skills : developing art techniques and use of art medium (ink and charcoal) in order to use them and produce an art work knowledge : developing on handling different materials through experience , analyse their work using appropriate vocabulary, experience , analyze their work using appropriate vocabulary,	Drawing Charcoal- Leon Kossof ink - Mark Powell skills : developing art techniques and use of art medium (ink and charcoal) in order to use them and produce an art work and use of expressive materials through artwork inspired by experience , analyse famous artists their work using appropriate vocabulary, Painting	Painting Landscapes : David Hockney skills : developing understanding of different art themes knowledge : developing and use of expressive art techniques in order to create their own artwork inspired by famous artists	Landscapes : David Hockney skills : developing understanding of different art themes knowledge : developing and use of expressive art techniques in order to create their own artwork inspired by famous artists
DLR work using appropriate vocabulary,	appropriate vocabulary,	appropriate vocabulary,	appropriate vocabulary,	appropriate vocabulary,		

Curriculum Intent	
BEAR Values	
Personalisation	Differentiation
EHCP Outcomes Preparing for Adulthood: Employment Health	3 Journeys: 1. Confident Community Engagement 2. Community Engagement and Employment Opportunities

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Community Inclusion Independent Living	3. Further Work and Skilled Work Opportunities ☞ Pathways Voyages ☞ (Non-)Subject-specific knowledge and skills
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Intent (contributing to SDP-school development plan)	Implementation (how this action plan supports the SDP)	Impact (on students' progress)
Journey 1 Confident Community Engagement		
<ul style="list-style-type: none"> - communication (colourful semantics) - developing motor skills (fine and gross using art tools pencils, paintbrushes, scissors) - identifying the colours (names of colours, shapes , lines, space etc) 	<ul style="list-style-type: none"> -communicate using language related to art (use of symbols and colourful semantics -to produce a creative work (materials, tools , techniques) - observe and talk (with assistance) about the art works and their work 	<ul style="list-style-type: none"> - NSS curriculum : communication to be use in community (to be able to ask for something) NSS - curriculum: build the confidence to use tools - they will use in the future life (using scissors, pencil to write something etc) NSS curriculum: to be able to make links between their art work and life (e.g weather related e tc)
Journey 2 Community Engagement and Employment Opportunities		



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<ul style="list-style-type: none"> -learning basic art elements and art movements (line, form,colours) -learning produce a creative art work - exploring cultural elements through the art 	<ul style="list-style-type: none"> - analyse and evaluate their art work (developing confidence to communicate) - experiment with techniques and handling tools (to produce an art work) - develop an awareness of the art in present day (through design, posters, advertisement etc) 	<ul style="list-style-type: none"> - EFL : develop an awareness of the role of art in various practises in community (from production of an art piece to use colour knowledge for industries - combination of colours for decoration, clothes etc) learning and developing safe working practices (to develop confidence on using the tools in various context-use paintbrush, scissors, printing tools, etc - develop an awareness of the different roles of art (design, craft) in the creative and cultural
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		industries (product package, advertisement etc)
Journey 3 Further Study and Skilled Work Opportunities		



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<ul style="list-style-type: none"> -using language related to art ,learning to analyse and evaluate their art work - experiment with media, materials and techniques (ink, charcoal) - exploring cultural elements through the art and knowing artists 	<ul style="list-style-type: none"> - developing confidence to communicate in order to become independent learners - learning to produce a creative art work, actively engaged in the creative process of art (develop technical and expressive skills) - understanding of british culture throughout the work of british artists 	<ul style="list-style-type: none"> - EFL: develop an awareness of analysing their work and an art work in order to communicate their ideas in creative industries demonstrating safe working practices (to develop confidence on using the tools in various context- use ink, charcoal develop an awareness of the role of art as a record of historical context (british)
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Teacher Appraisal - My Post Holder target		
<ul style="list-style-type: none"> - plan summer exhibition - plan workshops -visit art museum/gallery 		
Autumn Term – moderation notes (students’ work, EFL)		
Autumn Term – progress with intent of action plan		
Autumn Term – notes on student progress		
Spring Term – moderation notes (students’ work, EFL)		
Spring Term – progress with intent of action plan		



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Spring Term – notes on student progress
Summer Term – moderation notes (students’ work, EFL)
Summer Term – progress with intent of action plan
Summer Term – notes on student progress

Cross-Curricular links, SMSC, FBV

Journey 1 Confident Community Engagement		Journey 3 Further Study and Skilled Work Opportunities	
Central	Math (shapes , lines) Literature (communication, asking etc) Black History Month (group work Chris Ofilli) Romans (hat)	District	Maths (perspective) Literature (analyze the work , express ideas) Black History Month (Sonia Boyce) Romans (Colosseum)
Circle		Bakerloo	
Victoria		Ham. & City	
Journey 2 Community Engagement and Employment Opportunities		Wat. & City	



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Northern	Maths (number sequence, shapes , use of ruler, lines) Literature (use language appropriate to the art movement) Black History Month (Sonia Boyce) Romans (Mosaic)	DLR	
Piccadilly			
Metropol.			
Jubilee			
Elizabeth			