

ART LTP Action Plan & Report / VASILIKI KATSARELA 24/25

LTP	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
	Journey 1 Confident Community Engagement					
<p>Central key stage 2 -year 3-6 (7-11 years old) key stage 3 -years 7-9 (11-14 years old)</p> <p style="color: yellow;">Circle -key stage 3 -years 7-9 (11 to 14 years old) -key stage 4 -years 10-11 (14-16 years old)</p>	<p>topic: This is Me Andy Warhol drawing from observation , mark making , create self portrait recognise facial features , learning colours</p>	<p>topic : Space & Aliens planets geometric shapes, drawing, mixed media, painting. printing, adding decorations, textiles</p>	<p>topic: Traditional Tales illustration Beatrix Potter mixed media, painting, printing, collage , brush strokes</p>	<p>topic : Food & Diet Paul Cezanne "still life with fruits" drawing,painting, printing textures, adding patterns</p>	<p>topic: Super Heroes superheroes drawing and painting research own favourite superhero add a story -personalise the good deeds</p>	<p>topic: Transport signs , tube map etc observation from real life arts and crafts , mixed media, painting, drawing etc</p>
	Journey 2 Community Engagement and Employment Opportunities					



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Northern key stage 2 -year 3-6 (7-11 years old) key stage 3 -years 7-9 (11-14 years)	Les Fauve (use of colours) Henri Matisse -colour Wheel, mixing colours, observation of changes,	Stone age (pre-historic period 3,3 million years ago) drawing from observation, mark making, textures, creating animals	Greek Mythology (mythical creatures) mixed media, collage, painting, printing, investigate the role of mythical creatures in Greek Mythology and	Greek Mythology (mythical creatures) mixed media, collage, painting, printing, investigate the role of mythical creatures in Greek Mythology and create creatures by	Portraits (Renaissance 15th century-16th century) Lonardo Da vinci , Sandro Botticelli Study of a portrait, side portraits , observe portraits on paintings and Romans coins,	Portraits (Renaissance 15th century-16th century) Lonardo Da vinci , Sandro Botticelli Study of a portrait, side portraits , observe portraits on paintings and Romans coins,
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	experimenting with colours	inspired by the neolithic cave art	create creatures by mixing different animal body parts	mixing different animal body parts	create each other portrait/ create coins	create each other portrait/ create coins
Piccadilly key stage 3 -years 7-9 (11-14 years)						
Metropol. key stage 3 -years 7-9 (11-14 years)						

		Journey 3 Further Study and Skilled Work Opportunities				
District key stage 3 -years 7-9 (11-14 years)	Expressionism Wassily Kandinsky Colour study mixing colours, observation of changes, experimenting with colours	contemporary art (20th century -21th century 1900-200) Laurence stephen Lowry and George Shaw street scenes of London/ hometown past and present, observing changes, mixed media approach of the topic	Contemporary art (20th century) Cubism (1907-1914) Pablo Picasso exploring human figures, geometric forms, collage mixed media , use of wire etc, connect human figures in modern life	Contemporary art (20th century) Cubism (1907-1914) Pablo Picasso exploring human figures, geometric forms, collage mixed media , use of wire etc, connect human figures in modern life	The art of Posters (20th century poster art) Jules Ceret, Andy Warhol, Ronald Lampitt choosing topic to make a poster about, exploring graphic design , create poster related to the topic of their choice (movie, event, railway etc)	The art of Posters (20th century poster art) Jules Ceret, Andy Warhol, Ronald Lampitt choosing topic to make a poster about, exploring graphic design , create poster related to the topic of their choice (movie, event, railway etc)



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Bakerloo key stage 3 -years 7-9 (11-14 years)						
Ham. & City -key stage 3 -years 7-9 (11 to 14 years old) -key stage 4 -years 10-11 (14-16 years old)						

Curriculum Intent	
BEAR Values	
Personalisation	Differentiation
<p style="text-align: center;">☞ EHCP Outcomes ☞</p> <p style="text-align: center;">Preparing for Adulthood:</p> <p style="text-align: center;">Employment Health Community Inclusion Independent Living</p>	<p style="text-align: center;">☞ 3 Journeys:</p> <ol style="list-style-type: none"> 1. Confident Community Engagement 2. Community Engagement and Employment Opportunities 3. Further Work and Skilled Work Opportunities <p style="text-align: center;">☞ Pathways Voyages</p> <p style="text-align: center;">☞ (Non-)Subject-specific knowledge and skills</p>

Intent (contributing to SDP-school development plan)	Implementation (how this action plan supports the SDP)	Impact (on students' progress)

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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) 	<p>communicate using language related to art (use of symbols and colourful semantics</p> <ul style="list-style-type: none"> -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 etc)
Journey 2 Community Engagement and Employment Opportunities		
<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 industries (product package, advertisement etc)
Journey 3 Further Study and Skilled Work Opportunities		
<ul style="list-style-type: none"> -using language related to art ,learning to analyze and evaluate their art work - experiment with media, materials and techniques (ink, charcoal) - exploring cultural elements through the art andknowing 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 analyzing 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		
- plan summer exhibition		



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- 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

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



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Cross-Curricular links, SMSC, FBV

Journey 1 Confident Community Engagement		Journey 3 Further Study and Skilled Work Opportunities	
Central	Maths (shapes , lines) Literature (communication, asking etc) Black History Month (art related activities) Curriculum weeks (art related projects)	District	Maths (perspective) Literature (analyse the work , express ideas) Black History Month (art related activities) Curriculum weeks (art related projects)
Circle		Bakerloo	
Victoria		Ham. & City	
Journey 2 Community Engagement and Employment Opportunities		Wat. & City	
Northern	Maths (number sequence, shapes , use of ruler, lines) Literature (use language appropriate to the art movement) Black History Month (art related activities) Curriculum weeks (art related projects)	DLR	
Piccadilly			



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Metropol.	<input type="text"/>	<input type="text"/>
Jubilee	<input type="text"/>	<input type="text"/>
Elizabeth	<input type="text"/>	<input type="text"/>
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