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



	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						

District key stage 3 -years	Expressionism Wassily Kandinsky Colour study mixing colours, observation of	contemporary art ( 20th century -21th century 1900-200) Laurence stephen Lowry and George Shaw street scenes of	Contemporary art ( 20th century) Cubism ( 1907-1914) Pablo Picasso exploring human figures, geometric	Contemporary art ( 20th century) Cubism ( 1907-1914) Pablo Picasso exploring human	The art of Posters ( 20th century poster art ) Jules Ceret, Andy Warhol, Ronald Lampitt choosing topic to make a poster about,	The art of Posters ( 20th century poster art ) Jules Ceret, Andy Warhol, Ronald Lampitt choosing topic to make a poster about,
7-9 ( 11-14 years	changes, experimenting with colours	London/ hometown past and present, observing changes, mixed media approach of the topic	forms, collage mixed media , use of wire etc, connect human figures in modern life	figures, geometric forms, collage mixed media , use of wire etc, connect human figures in modern life	exploring graphic design , create poster related to the topic of their choice ( movie, event, railway etc)	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		
EHCP Outcomes	r 3 Journeys:		
Preparing for Adulthood:  Employment  Health  Community Inclusion  Independent Living	<ol> <li>Confident Community Engagement</li> <li>Community Engagement and Employment         Opportunities     </li> <li>Further Work and Skilled Work Opportunities</li> <li>Pathways ¦ Voyages</li> </ol>		
	জে (Non-)Subject-specific knowledge and skills		

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



### VASILIKI KATSARELA 24/25

	Journey 1 ¦ Confident Community Engagement	
<ul> <li>communication ( colourful semantics)</li> <li>developing motor skills ( fine and gross using art tools pencils, paintbrushes, scissors)</li> <li>identifying the colours ( names of colours, shapes , lines, space etc)</li> </ul>	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> <li>NSS curriculum: communication to be use in community (to be able to ask for something)</li> <li>NSS curriculum: build the confidence to use tools-they will use in the future life (using scissors, pencil to write something etc)</li> <li>NSS curriculum: to be able to make links between their art work and life (e.g weather related etc)</li> </ul>
Journe	ey 2 ¦ Community Engagement and Employment Opport	unities
learning basic art elements and art movements (line, form,colours) -learning produce a creative art work - exploring cultural elements through the art	<ul> <li>analyse and evaluate their art work         <ul> <li>developing confidence to communicate)</li> </ul> </li> <li>experiment with techniques and handling tools ( to produce an art work)</li> <li>develop an awareness of the art in present day ( through design, posters, advertisement etc)</li> </ul>	- 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)
j	ourney 3   Further Study and Skilled Work Opportunitie	
-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 and knowing artists	<ul> <li>developing confidence to communicate in order to become independent learners</li> <li>learning to produce a creative art work, actively engaged in the creative process of art ( develop technical and expressive skills)</li> <li>understanding of british culture throughout the work of british artists</li> </ul>	<ul> <li>EFL: develop an awareness of analyzing their work and an art work in order to communicate their ideas in creative industries</li> <li>demonstrating safe working practices ( to develop confidence on using the tools in various context- use ink, charcoal</li> <li>develop an awareness of the role of art as a record of historical context ( british )</li> </ul>

#### Teacher Appraisal - My Post Holder target

- plan summer exhibition



VASILIKI KATSARELA 24/25

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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 Town water on student was green
Autumn Term – notes on student progress
Spring Term – moderation notes (students' work, EfL)
opining reinin moderation modes (students work) 212)
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
Summer Term - Hotes on Student progress
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			
Journ	Journey 2 ¦ Community Engagement and Employment Opportunities				
Northern	Maths ( number sequence, shapes , use of ruler, lines) Literature ( use language appropriate to the art movement ) Northern Black History Month ( art related activities ) Curriculum weeks ( art related projects )				
Piccadilly					
Metropol.					
Jubilee					
Elizabeth	Elizabeth				

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