

	experimenting with colours	drawing houses, mixed media exploring textures (natural phenomenon)	Claude Manet “ sunrise” drawing , printing, drawing houses, buildings from observations, create map	Claude Manet “ sunrise” drawing , printing, drawing houses, buildings from observations, create map	Study of texture using mixed media, Collage, paint, using it as background	Study of texture using mixed media, Collage, paint, using it as background and adding on it Heores coming from different cultures such as Menes Egyptian or Cecrops Greek
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	Realism (1840) and Industrial Revolution Jean -François Millet Gustave Courbet Drawing, painting, observing from real life experimenting with photography, research of professions then and now , mixed media	Impressionism (1870-1880, 19th century) Claude Monet, Haystacks, Renoir painting, investigate how artists use colour to capture the impressions of seasons, study of colours and brushstrokes, study of painting details	Impressionism ((1870-1880, 19th century) Claude Monet, Haystacks, Renoir painting, investigate how artists use colour to capture the impressions of seasons, study of colours and brushstrokes, study of painting details	Post impressionism (1886-1905) Paul Cezanne painting, observing from real life , adding geometric forms , collage , mixed media	Post impressionism (1886-1905) Paul Cezanne painting, observing from real life , adding geometric forms , collage , mixed media

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>👉 EHCP Outcomes</p> <p>👉 Preparing for Adulthood:</p> <p>Employment</p> <p>Health</p> <p>Community Inclusion</p> <p>Independent Living</p>	<p>👉 3 Journeys:</p> <p>1. Confident Community Engagement</p> <p>2. Community Engagement and Employment Opportunities</p> <p>3. Further Work and Skilled Work Opportunities</p> <p>👉 Pathways Voyages</p> <p>👉 (Non-)Subject-specific knowledge and skills</p>

Intent	Implementation	Impact
		3/6

(contributing to SDP-school development plan)	(how this action plan supports the SDP)	(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) 	<p>communicate using language related to art (use of symbols and colourful semantics</p> <p>-to produce a creative work (materials, tools , techniques)</p> <p>- observe and talk (with assistance) about the art works and their work</p>	<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		
<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 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)

Teacher Appraisal - My Post Holder target



ART LTP Action Plan & Report

VASILIKI KATSARELA
23/24

- 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

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 (art related activities) Curriculum weeks (art related projects)	District	Maths (perspective) Literature (analyze 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			
Metropol.			
Jubilee			
Elizabeth			