

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)	topic: Myself Portrait, likes/dislikes - Andy Warhol	topic :Autumn & Winter Season: Winter -christmas David Hockney, Georgia O’Keefe, Gustav Klimt	topic: music + sound Kandinsky , Paul Klee Movement with music	topic : animals flying animals Molas of Panama	topic: inspiring individuals jackson pollock - expressionism	topic: the seaside Sea animals : Molas of Panama
	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)	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)	skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)	skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)	skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)	skills: exploring technical and communication skills (use of tools, techniques ,developing motor skills)
	knowledge : learning from experience by observing how an idea can change, observing works for art (starting recognising formal	knowledge: learning from experience by	knowledge: learning from experience (experiment and learning using body parts to paint , art elements lines, texture)	knowledge : learning from experience (experiment and understanding art expression through culture elements, elements lines, texture, collage)	knowledge: learning from experience (experiment and understanding art expressive and creative tasks, elements lines, texture,)	knowledge : learning from experience (experiment and understanding art expression through culture elements, elements lines, texture, collage)

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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 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

Northern key stage 2 -year 3-6 (7-11 years old) key stage 3 -years 7-9 (11-14 years	Les Fauve -Colour theory -Henri Matisse , Andre Derain skills: developing technical and communication skills (use of tools, techniques ,developing motor skills) knowledge : improving their design and painting skills (learning about colours), through the work of artists	Les Fauve -Colour theory -Henri Matisse , Andre Derain skills: developing technical and communication skills (use of tools, techniques ,developing motor skills) knowledge: improving their design and painting skills (learning about colours), through the work of artists	Pop Art Andy Warhol Roy Lichtenstein skills: developing technical and communication skills (use of tools, techniques -collage, printing ,developing motor skills) knowledge: improving their design and painting skills through creative art techniques (collage, combination of colours)	Pop Art Andy Warhol Roy Lichtenstein skills: developing technical and communication skills (use of tools, techniques -collage, printing ,developing motor skills) knowledge: improving their design and painting skills through creative art techniques (collage, combination of colours)	Wayne Thiebaud Still life skills: developing technical and communication skills (use of tools, techniques - use of pastels ,developing motor skills) knowledge : improving their design and painting skills through creative art techniques (paint technique using pastels)	Wayne Thiebaud Still life skills: developing technical and communication skills (use of tools, techniques - use of pastels ,developing motor skills) knowledge: improving their design and painting skills through creative art techniques (paint technique using pastels)
	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

	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)
Metropol. 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 movement, artists name etc, developing use of colours , lines, form, tone, texture	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	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)	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)	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)	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)
Jubilee						
Elizabeth						

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

	work using appropriate vocabulary,	work using appropriate vocabulary,	experience , analyze their work using appropriate vocabulary,	experience , analyze their work using appropriate vocabulary,		
Ham. & City -key stage 3 -years 7-9 (11 to 14 years old) -key stage 4 -years 10-11 (14-16 years old)	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 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
Wat. & City						
DLR						

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

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		
<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 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

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	
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	



ART
LTP Action Plan & Report

VASILIKI KATSARELA
22/23

Piccadilly		
Metropol.		
Jubilee		
Elizabeth		