

# Long Term Plan

## Art - Year 9



Groveside  
School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<u>Urban Art:</u>		<u>Asia:</u>		<u>Mini Critical:</u>	<u>History of Art:</u>
Skills, Knowledge and Learning	<p>In this unit, students will explore the bold and expressive world of Urban Art, focusing on graffiti, street art, and mixed media. They will study the work of artists such as Banksy, Basquiat, and Keith Haring, learning how visual art can express identity, protest, and emotion.</p> <p>Students will develop practical skills in graffiti-style typography, stencilling, collage, mono printing, and silk screen printing. They will experiment with layering, mark-making, and colour to create meaningful, personal artwork. Sketchbooks will be used to plan and reflect on their ideas.</p> <p>The unit encourages both individual creativity and teamwork. Students will collaborate on a large-scale graffiti wall, combining techniques and ideas developed throughout the term. Alongside making art, they will build confidence in analysing and discussing visual work, developing their ability to interpret meaning and express opinions.</p> <p>This unit supports creative thinking, cultural awareness, and personal expression, while also promoting respect, resilience, and digital responsibility.</p>		<p>Students will explore traditional and contemporary art from Japan, China, and Southeast Asia.</p> <p>At the start, they will study Japanese techniques such as <i>Ukiyo-e</i> printmaking and <i>Sumi</i> ink calligraphy, learning how symbols and stories are used in visual art.</p> <p>Following this, students will focus on Chinese celebrations like Chinese New Year, creating expressive masks and decorative knot work while exploring colour and pattern.</p> <p>Towards the end of the unit, they will investigate sculpture and craft traditions from Southeast Asia, designing 3D artworks inspired by cultural rituals.</p> <p>Throughout the unit, students will use sketchbooks to plan and reflect on their ideas. They will build confidence in using different materials and techniques, and develop skills in observation, creativity, and interpretation. This unit encourages cultural appreciation and personal expression through hands-on, engaging projects.</p>		<p>In this unit, students will choose an artist whose work interests them and explore their style, techniques, and themes. They will analyse one or more artworks, identifying key features such as colour, shape, texture, and meaning. Students will then create their own version of the artist's work.</p> <p>They will develop this into a personal outcome, showing how they've interpreted the artist's style in their own way. Sketchbooks will be used to collect ideas, test materials, and reflect on progress. The unit encourages independence, creative risk-taking, and self-expression, while supporting students with clear steps and structured choices.</p>	<p>In this unit, students will explore recent art movements including Op Art, Conceptual Art, and Contemporary Art. They will learn how artists use illusion, pattern, and modern materials to express ideas and challenge traditional boundaries.</p> <p>Students will study artists such as Bridget Riley, Yayoi Kusama, and Damien Hirst, focusing on visual impact and meaning.</p> <p>Students will compare styles and approaches, and create a final piece inspired by one or more movements.</p>

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<b>NC/ Qualification Objectives</b>	<ul style="list-style-type: none"> <li>Understand that street art can share messages about identity, feelings, and society</li> <li>Learn about the work of artists like Banksy, Basquiat, and Keith Haring</li> <li>Try out different materials and techniques like stencilling, printing, and collage</li> <li>Create artwork using colour, shape, pattern, and texture</li> <li>Design graffiti-style writing and personal tags</li> <li>Work with others to make a large group artwork</li> <li>Talk about your work and listen to feedback from others</li> <li>Make a final piece that shows your own ideas and creativity</li> </ul>	<ul style="list-style-type: none"> <li>Explore how art is used in celebrations and storytelling across Japan, China, and Southeast Asia.</li> <li>Learn and practise traditional techniques such as ink painting, printmaking, mask-making, and simple sculpture.</li> <li>Use sketchbooks to record ideas, try out materials, and reflect on progress.</li> <li>Make choices about colour, pattern, and texture to create expressive artwork.</li> <li>Follow steps to complete tasks with support and encouragement.</li> <li>Recognise and talk about the work of Asian artists using simple visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Choose an artist to study based on personal interest.</li> <li>Identify key features in the artist's work using the formal elements.</li> <li>Use sketchbooks to record thoughts.</li> <li>Develop an outcome that reflects the artist's style.</li> <li>Build confidence in talking about their chosen artist and their own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how artists use pattern, illusion, and modern materials to express ideas</li> <li>Create artwork inspired by modern art styles</li> <li>Use sketchbooks to plan and reflect on ideas</li> <li>Show confidence in trying new styles and techniques</li> </ul>
<b>Enrichment/ Experiences</b>	Street art workshop - Experience working large scale and in a life like environment	Chinese New Year- To see hand crafted works of art from native artists. Mindful Making - Quiet, low-pressure crafting sessions to support emotional regulation and creative expression.	Gallery Visit - A supported trip to a local gallery or exhibition.	Art Discussion Circle - Share thoughts about art, building confidence in speaking and listening.
<b>Cross Curriculum Links</b>	IT, Computing - Use digital tools to design graffiti and research artists online. History - Explore the cultural and political messages behind street art and protest movements.	Geography - Learn about the countries of Japan, China, and Southeast Asia, including their landscapes, traditions, and festivals.	English - Develop speaking and listening skills by discussing chosen artists and describing their own artwork.	History - Learn about the timeline of modern art movements.
<b>Curriculum End Point / Goal</b>	Students will explore the cultural impact of Urban Art through artists like Banksy, Basquiat, and Haring. They will create expressive artworks using stenciling and graffiti-style typography, developing visual storytelling skills. Through sketchbook planning and reflection, students will build confidence in expressing identity and emotion. Working independently and collaboratively, they will contribute to a large-scale graffiti wall, using colour, symbols, and composition to communicate ideas. Students will learn to discuss their own and others' work with understanding and respect.	By the end of this unit, students will have explored art from Japan, China, and Southeast Asia through hands-on, structured activities. They will have created artwork using traditional techniques such as ink painting, printmaking, mask-making, and sculpture. Students will have used sketchbooks to plan and reflect on their ideas, showing progress in creativity and confidence. They will understand how art is used in celebrations and storytelling and be able to talk simply about the meaning behind colours, patterns, and symbols. Students will have developed practical skills in using different materials and tools and built confidence in sharing their work with others in a safe and supportive environment.	Students will have explored an artist of their choice and created a personal response. They will have developed an outcome that reflects both the artist's style and their own ideas, using sketchbooks to support planning and reflection. This unit encourages independence, creativity, and confidence in expressing personal interests through art.	Students will have built on their understanding of modern art movements. They will recognize key features of Op Art and Contemporary Art. Students will show confidence in experimenting with patterns, media, and composition, and will make personal choices in how they interpret and respond to each style.