

| ST. MARY'S CATHOLIC HIGH SCHOOL (2025-2026)     |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| YEAR 1 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |  |  |  |  |  |  |  |
| GRADE 1   | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6   | WEEK 7   | WEEK 8   |
| Term 1  | Year 1/1<br><a href="#">Orientation</a>  | Year 1/2<br><a href="#">Name Design</a>  | Year 1/3<br><a href="#">Elements Of Art – Line</a>   | Year 1/4<br><a href="#">Colours Of The Rainbow</a>   | Year 1/5<br><a href="#">Primary colours</a>  | Year 1/6<br><a href="#">Secondary Colours</a>  | Year1/7<br><a href="#">Texture</a>   |  |
|   | Discuss the importance of art and build comfort in the class.  | Encourage students to try different types of pattern to fill their drawings with lots of interesting colours and designs.  | To draw, identify and define different types of lines.   | Identify the different colours of the rainbow and show skills in drawing and colouring it. | Exploring a range of colors and tones and to practice neat coloring technique.   | Learn that mixing colours can create new colours.  | To see, touch, and understand how to draw, colour and produce textures on any art project.   |  |
| Term 1  | Year 1/8<br><a href="#">Shape( Paper Cutting and Pasting- Robot)</a>   |  | Year 1/9<br><a href="#">Step by Step Drawing: Frog and Dog</a>   |  | Year 1/10<br><a href="#">Artist Reference: Guiseppe Arcimboldo ( Fruits and Vegetables Portrait)</a>   |  | Year1/11<br><a href="#">Cut and Stick Castle</a>   |  |
|   | Recognize and discuss the characteristics of different shapes.   |  | Discuss the importance of step by step process in drawing and create an artwork out of the lesson they have learned.   |  | Discuss about Arcimboldo and his contributions in the world of art.  |  | To hold the scissors correctly and ultimatley master cutting and pasting skills.   |  |
| GRADE 1   | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6   | WEEK 7   | WEEK 8   |
| Term 2  | Year 1/12<br><a href="#">Hatching Chick Egg</a>  |  | Year 1/13<br><a href="#">Lego Self Portrait</a>  |  | Year 1/14<br><a href="#">Hand and Finger Painting</a>  |  | Year 1/15<br><a href="#">Springy Thing</a>   |  |
|   | Use a range of techniques and different ways of organizing and structuring material to convey ideas themes and character.  |  | To introduce Picosso's technique to create another form of art.  |  | Explore with colourful paints and create a wonderful artwork.  |  | To be sensitive to materials and create an artwork which shows understanding of the materials available  |  |
| Term 2  | Year 1/16<br><a href="#">When I Grow Up I Want To Be...</a>  |  | Year 1/17<br><a href="#">Big Tea Cup</a>   |  | Year 1/18<br><a href="#">Paper Tearing and Pasting- Row, Row, Row Your Boat</a>  |  |  | Year 1/19<br><a href="#">Shape Puppets</a>   |
|   | Draw picture of themselves in the future using their imaginations.   |  | Understand what is near and far in respect to the horizon line on a 2-d surface.   |  | Recreate a picture using paper torn into pieces and glued on a bigger piece of paper.  |  |  | Review the names of geometric shapes and used those to create puppets.                     |
| YEAR 2 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |  |  |  |  |  |  |  |
| GRADE 2   | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6   | WEEK 7   | WEEK 8   |
| Term 1  | Year 2/1<br><a href="#">Orientation</a>  | Year 2/2<br>SHOW ME THE COLOUR!!   |  |  |  |  |  |  |
|   |  | <a href="#">Primary and Secondary</a>  | <a href="#">Colour Wheel.</a>  | <a href="#">Warm and Cool Colours.</a>   | <a href="#">Complementary Colours.</a>   | <a href="#">Triad Colours.</a>   | <a href="#">Analogous Colours.</a>   | <a href="#">Combined Lesson on Colours.</a>  |
|   | Discuss the importance of art and build comfort in the class.  | Demonstrate understanding of art theory by applying practical methodology to the task.<br>Identify the primary, secondary, and tertiary colors and create a color wheel correctly by mixing primary colors.<br>Differentiate between warm and cool colors by creating a drawing that contains two warm and two cool colors within two distinct areas of their drawing.<br>Identify and describe a complementary color scheme.<br>Name the Triad colours and create an artwork showing it.<br>To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. Demonstrate the ability to recognize, analyse and synthesize many different approaches to the organization of the form and then effectively use them to manipulate the formal impact of the work. Making appropriate use of colour, line, tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained. |  |  |  |  |  |  |
| Term 1  | Year 2/3<br><a href="#">Fish Art Pattern</a>   | Year 2/4<br><a href="#">Step by Step Drawing-Draw</a>  | Year 2/5<br><a href="#">"Action Figures" Keith Haring</a>  |  |  | Year 2/6<br><a href="#">Dog painting</a>   | Year 2/7<br><a href="#">Hand Printed Macaw</a>   |  |
|   | Identify what pattern is and produce beautiful repeating patterns.   | To increase children's confidence in drawing and learn that it's fun.  | Research and discuss the life and work of an artist and speculate about his or her artistic intention in a given work.   |  |  | Develop creativity and imagination through a range of complex activities and to improve the children's ability to control materials, tools and techniques.   | Develop creativity and imagination through a range of complex activities and to improve the children's ability to control materials, tools and techniques.   |  |
| GRADE 2   | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6   | WEEK 7   | WEEK 8   |
| Term 2  | Year2/8<br><a href="#">Busy Bumble Bees</a>  |  | Year 2/9<br><a href="#">Hip-Flops (Slippers)</a>   |  | Year 2/10<br><a href="#">Hamburger Collage</a>   |  | Year 2/11<br><a href="#">"Fractions of the Heart" PIE I MONDRIAN</a>   |  |
|   | Develop knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product. Expanding and broadening the medium of art and inculcating artistic ideas and techniques into craft.   |  | Enhance knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product.Expanding and broadening the medium of art and inculcating artistic ideas and techniques into craft.  |  | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |  | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  |  |
| Term 2  | Year 2/12<br><a href="#">Wax Resistance</a>  |  | Year 2/13<br><a href="#">"Fruit Bowl" PAUL CEZANNE</a>   |  | Year 2/14<br><a href="#">Ostrich line hatching</a>   |  | Year 2/15<br><a href="#">Crazy Colourful Butterfly</a>   |  |
|   | Pineapples. To produce textured artwork by using blotting technique. Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |  | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |  | Enhance knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product.Expanding and broadening the medium of art and inculcating artistic ideas and techniques into craft.  |  | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |  |
| YEAR 3 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |  |  |  |  |  |  |  |
| GRADE 3   | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6   | WEEK 7   | WEEK 8   |
| Term 1  | Year 3/1<br><a href="#">Orientation</a>  | Year 3/2<br><a href="#">Colour Gradation</a>   | Year 3/3<br><a href="#">Colouring Techniques Family</a>  |  |  | Year 3/4<br><a href="#">Hand Butterfly</a>   |  | Year 3/5<br><a href="#">Yummy Cupcakes</a>   |
|   | Demonstrate familiarity with knowledge and information associated with art and design to impact content and context of the work. Filling in a questionnaire based on knowledge acquired  | To expose students to the element of art, color. To teach students the principles of color theory and practice.  | To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas and themes.   |  |  | Look, listen and observe nature around the object of study to produce the desired concept. Paint or draw freely to express movement and shape while retaining the information learnt, about the structure and use knowledge and feelings to produce creative work. |  | Enhance skills in drawing and designing.   |
| Term 1  | Year 3/6<br><a href="#">Kaleidoscope Art</a>   |  | Year 3/7<br><a href="#">Optical Art</a>  |  |  | Year 3/8<br><a href="#">Pop Art Inspired Emoji</a>   |  | Year 3/9<br><a href="#">Underwater Self Portraits</a>                                      |
|   | Demonstrate competence in the use of ideas,  |  | Select and use the most effective materials, techniques and processes to communicate ideas and experiences through works of visual art.  |  |  | Produce creative works using skills in cutting and designing.  |  | To create and present a coherent body of work for display. Using a range of techniques and |

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| Term  | materials, techniques and processes in the creation of works of visual art.  |   |  |  |  |   | different ways of organizing and structuring material to convey ideas, themes and character.  |        |
| GRADE 3   | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8 |
| Term 2  | Year 3/10<br><a href="#">Happy Crabs</a>   | Year 3/11<br><a href="#">Artist Reference (Claude Monet) " Water Lilies"</a>  |  |  | Year 3/12<br><a href="#">Door Signs</a>  |   | Year 3/13<br><a href="#">3D Flowers</a>   |        |
|   | Enhance skills in tracing a template and cutting papers. Use a range of techniques and different ways of organizing and structuring materials to convey ideas and characters.  | To learn more about Claude Monet's contributions in the world of art. To make appropriaate use of tone, texture, shape and form. To develop creativity and imagination through a range of complex activities. Use a range techniques and different ways of organizing and structuring materials to convey ideas, themes and characters. |  |  | Select and utilize appropriate materials, techniques, methods and media in the realization of an assignment.   |   | Produce creative works that demonstrate the mastery of elements of art particularly shape, pattern and colour.  |        |
| Term 2  | Year 3/14<br><a href="#">Sponge Printed Birds</a>  | Year 3/15<br><a href="#">Crazy Hair Portrait</a>  |  |  | Year 3/16<br><a href="#">Mickey Mouse Walter Elias Disney</a>  |   | Year 3/17<br><a href="#">Making Human Masks</a>   |        |
|   | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  | Select and utilize appropriate materials, techniques, methods and media in the realization of an assignment.  |  |  | To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring materials to convey ideas and characters. Identify key elements of design and create further work based on knowledge gained.   |   | To increase their critical awareness of the roles and purposes of art and design.   |        |
| YEAR 4 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |   |  |  |  |   |   |        |
| YEAR 4  | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8 |
| TERM 1  | YR 4/1<br><a href="#">"COLOURS &amp; PATTERNS" ROMERO BRITTO</a>   |   | YR 4/2<br><a href="#">ROLL-A-PICASSO</a>   |  |  | YR 4/3<br><a href="#">"SWEET DREAMS ARE MADE OF THESE" WAYNE THIEBAUD</a>   |   |        |
|   | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |   | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |  |  | To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. Demonstrate the ability to recognize, analyse and synthesize many different approaches to the organization of the form and then effectively use them to manipulate the formal impact of the work. Making appropriate use of colour, line, tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained. |   |        |
| TERM 1  | YR 4/4<br><a href="#">WARLI CARDS</a>  |   |  | YR 4/5<br><a href="#">"STARRY STARRT NIGHT" VINCENT VAN GOGH</a>   |  |   |   |        |
|   | Flashcards. Knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product.Expanding and broadening the medium of art and inculcating artistic ideas and techniques into craft.  |   |  | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  |  |   |   |        |
| YEAR 4  | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8 |
| TERM 2  | YR 4/6<br><a href="#">"THE SCREAM" EDVARD MUNCH</a>  |   | YR 4/7<br><a href="#">"MODERN MONA" LEONARDO DA VINCI</a>  |  |  | YR 4/8<br><a href="#">LETS HAVE SOME 'PUN'</a>  |   |        |
|   | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  |   | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |  |  | <b>Flashcards.</b> Knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product.Expanding and broadening the medium of art and inculcating artistic ideas and techniques into craft.  |   |        |
| TERM 2  | YR 4/9<br><a href="#">"THE SON OF MAN" RENE MAGRITTE</a>   |   |  |  | YR 4/10<br><a href="#">ABSTRACT/OPTICAL ART BRIDGET RILEY, FRANK STELLA,</a>   |   |   |        |
|   | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  |   |  |  | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |   |   |        |
| YEAR 5 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |   |  |  |  |   |   |        |
| YEAR 5  | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8 |
| TERM 1  | YR 5/1<br><a href="#">"MYSELF" THUMBPRINT</a>  |   |  | YR 5/2<br><a href="#">"SPLATTER" JACKSON POLLOCK</a>   |  |   | YR 5/3<br><a href="#">PAUL KLEE</a>   |        |
|   | Look, listen and observe nature around the object of study to produce the desired concept. Paint or draw freely to express movement and shape while retaining the information learnt, about the structure and use knowledge and feelings to produce creative results.  |   |  | Look, listen and observe nature around the object of study to produce the desired concept. Paint or draw freely to express movement and shape while retaining the information learnt, about the structure and use knowledge and feelings to produce creative results.  |  |   | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.   |        |
| TERM 1  | YR 5/4<br><a href="#">"POP ART" ANDY WARHOL</a>  |   |  | YR 5/5<br><a href="#">"PATTERN STACKING"</a>   |  | YR 5/6<br><a href="#">"POPPY FIELD" CLAUDE MONET</a>  |   |        |
|   | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |   |  | Making appropriate use of tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained.To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters. |  | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.   |   |        |
| YEAR 5  | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8 |
| TERM 2  | YR 5/7<br><a href="#">"THE GIRL WITH THE PEARL EARING" REMBRANDT</a>   |   |  | YR 5/8<br><a href="#">"BEDROOM SCENE" VINCENT VAN GOGH</a>   |  |   | YR 5/9<br><a href="#">PARABOLIC DESIGN</a>  |        |
|   | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  |   |  | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  |  |   | A parabolic (or paraboloid or paraboloidal) reflector (or dish or mirror) is a reflective surface used to collect or project energy such as light, sound, or radio waves. Its shape is part of a circular paraboloid, that is, the surface generated by a parabola revolving around its axis. Use a range of techniques and different ways of organizing and structuring material |        |

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|   |  |  |  |  |  |   |   | to convey ideas, themes and characters.   |
| TERM 2  | YR 5/10<br>"POINTILLISM" GEORGES SEURAT  |  |  |  | YR 5/11<br>"MELTING IN TIME" SALVADOR DALI   |   |   |   |
|   | Select and utilize appropriate materials, techniques, methods and media in the realization of the assignment. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.  |  |  |  | Look, listen and observe nature around the object of study to produce the desired concept. Paint or draw or sculpt freely to express movement and shape while retaining the information learnt, about the structure and use knowledge and feelings to produce creative results. Clay work. |   |   |   |
| YEAR 6 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |  |  |  |  |   |   |   |
| YEAR 6  | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8  |
| TERM 1  | YR 6/1<br>INTRODUCTION   | YR 6/2<br>PENCIL SHADING   |  |  |  |   | YR 6/3<br>PRIMARY DRAWING   |   |
|   | Demonstrate a familiarity with knowledge and information associated with art and design to impact content and context of the work. Filling in a questionnaire of 5 questions based on knowledge acquired. To enable children to record from first-hand experience and from imagination. Organization and distribution of art materials used during class.  | To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.Demonstrate the ability to recognize, analyze and synthesize many different approaches to the organization of the form and then effectively use them to manipulate the formal impact of the work. Making appropriate use of colour, line, tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained. |  |  |  |   | Look, listen and observe nature around the object of study to produce the desired concept. Paint or draw or sculpt freely to express movement and shape while retaining the information learnt, about the structure and use knowledge and feelings to produce creative results. |   |
| TERM 1  | YR 6/4<br>WATERCOLOUR TECHNIQUES   |  |  |  |  |   |   |   |
|   | To develop creativity and imagination through a range of complex activities. Use a range of techniques and different ways of organizing and structuring material to convey ideas, themes and characters.Demonstrate the ability to recognize, analyze and synthesize many different approaches to the organization of the form and then effectively use them to manipulate the formal impact of the work. Making appropriate use of colour, line, tone, texture, shape and form. To identify key elements of design and create further work based on knowledge gained. |  |  |  |  |   |   |   |
| YEAR 6  | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8  |
| TERM 2  | YR 6/5<br>CANVAS MIXED MEDIA ART   |  |  |  |  |   |   |   |
|   | Understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. Look, listen and observe nature around the object of study to produce the desired concept. Paint or draw or sculpt freely to express movement and shape while retaining the information learnt, about the structure and use knowledge and feelings to produce creative results.   |  |  |  |  |   |   |   |
| TERM 2  | YR 6/6<br>SECONDARY DRAWINGS   |  |  |  |  |   |   |   |
|   | Look, listen and observe nature around the object of study to produce the desired concept. Paint or draw or sculpt freely to express movement and shape while retaining the information learnt, about the structure and use knowledge and feelings to produce creative results.  |  |  |  |  |   |   |   |
| YEAR 7 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |  |  |  |  |   |   |   |
| GRADE 7   | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8  |
| Term 1  | YR 7/1<br>INTRODUCTION & REQUIREMENTS  | YR 7/2<br>SELF ASSESSMENT  | YR 7/3<br>ELEMENTS & PRINCIPLES OF ART & DESIGN  |  |  | YR 7/4<br>DESIGN GRAFFITI ART   |   | YR 7/6<br>FLAT TO SOLID SHAPES  |
|   | To actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence  | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. |  |  | Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products  |   | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent |
| Term 1  | YR 7/7<br>PUZZLE PRINTS  | YR 7/8   | YR 7/9   | YR 7/10<br>UAE LANDMARKS   | YR 7/11<br>ZOOMING   |   | YR 7/12<br>ART & CRAFT DESIGN   |   |
|   | To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent   |  | Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures | Developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products. Acquiring confidence in taking risks and learning from experience when exploring and experimenting with ideas and techniques.  |   | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work   |   |
| GRADE 7   | WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4   | WEEK 5   | WEEK 6  | WEEK 7  | WEEK 8  |
| Term 2  | YR 7/13<br>HATCHING & CROSS HATCHING   |  | YR 7/14  | YR 7/15<br>ARTIST: KANDINSKY   |  | YR 7/16<br>PRIMARY DRAWING  | YR 7/17<br>SECONDARY DRAWING  | YR 7/18<br>PRIMARY + SECONDARY DRAWING  |
|   | To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.  |  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries                             |  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.                          | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.               |   |

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| Term 2  | YR 7/19  | YR 7/20  | YR 7/21   | YR 7/22   | YR 7/23   | YR 7/24   |  |   |
|   | CULTURAL ART STYLES & REPRODUCTION   | ARABIAN MEDIA COLLAGE  | COMPOSITION   | REVIEW AND REFINE   | MODIFICATION  | FINAL OUTCOME   |  |   |
|   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent                           | Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures   | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. |  |   |
| YEAR 8 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |  |   |   |   |   |  |   |
| GRADE 8   | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8  |
| Term 1  | YR 8/1   | YR 8/2   | YR 8/3  | YR 8/4  | YR 8/5  | YR 8/6  |  | YR 8/7  |
|   | INTRODUCTION & REQUIREMENTS  | SELF ASSESSMENT  | HAND DRAWING  | FACE SILHOUETTE DRAWING   | PORTRAIT DRAWINGS   | FACE STUDY: DRAW OTHER HALF   |  | SELF PORTRAIT   |
|   | To actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence  | Acquiring confidence in taking risks and learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques   | To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.   | To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills   |  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. |
| Term 1  | YR 8/8   | YR 8/9   | YR 8/10   | YR 8/11   | YR 8/12   | YR 8/13   | YR 8/14  | YR 8/15   |
|   | SELF PORTRAIT  | GREEK POTTERY DESIGNS  | REPRODUCTION  |   | MINI UAE LANDMARKS  | VIEW FINDER   | FABRIC COLLAGE   |   |
|   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.                          | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent  | Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries   |   | Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence   | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries |   |
| GRADE 8   | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8  |
| Term 2  | YR 8/16  |  |   | YR 8/17   |   | YR 8/18   |  | YR 8/19   |
|   | ZENTANGLING  |  |   | ARTIST RESEARCH   |   | REPRODUCTION  |  | ART STYLES  |
|   | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. |  |   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries  |   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries  |  | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.To develop critical understanding through investigative, analytical, experimental,                    |
| Term 2  | YR 8/20  | YR 8/21  |   | YR 8/22   | YR 8/23   | YR 8/24   |  |   |
|   | ART STYLES   | NEWSPAPER SKYLINE  |   | COMPOSITION   | REVIEW AND REFINE   | FINAL OUTCOME   |  |   |
|   | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent                           |   | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. |  |   |
| YEAR 9 LONG TERM PLAN WITH CURRICULUM STANDARDS |  |  |   |   |   |   |  |   |
| GRADE 9   | WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8  |
| Term 1  | YR 9/1   | YR 9/2   |   | YR 9/3  |   | YR 9/4  |  |   |
|   | INTRODUCTION   | ELEMENTS OF ART  |   | PRINCIPLES OF DESIGN  |   | PERSPECTIVE   |  |   |
|   | To actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.   | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. |   | Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.  |   | To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.   |  |   |

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|--|---|--|------------------------------|---|---|---|--|--|
| Term 1   | YR 9/5  |  |                              | YR 9/6  |   | YR 9/7  | YR 9/8   |  |
|  | TECHNIQUES  |  |                              | PRIMARY DRAWINGS  |   | HUMAN ANATOMY   | PERSPECTIVE PRIMARY DRAWINGS (HOLIDAY HOMEWORK)  |  |
|  | To actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.  |  |                              | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.   |   | Develop understanding of human anatomy by drawing different parts of the body using geometric constructions.. Developing better understandig of proportions while dealing with whole body and its parts.  | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work.  |  |
| GRADE 9  | WEEK 1  | WEEK 2   | WEEK 3                       | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8   |
| Term 2   | YR 9/9  |  |                              |   |   | YR 9/10   | YR 9/11  |  |
|  | EXAM PREPARATORY WORK   |  | 1ST TERM EXAM                |   |   | ABSTRACT ARTIST REFERENCE   | PRIMARY DRAWING REPRODUCTION ON A3 CANVAS  |  |
|  | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. |  |                              |   |   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries  | To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. |  |
| Term 2   | YR 9/12   |  |                              |   | YR 9/13   |   |  |  |
|  | SECONDARY ART B SERIES PENCILS  |  | SECONDARY ART COLOUR PENCILS |   | FINAL OUTCOME 2ND TERM  |   |  |  |
|  | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. |  |                              |   | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. |   |  |  |
| YEAR 10 LONG TERM PLAN WITH CURRICULUM STANDARDS |   |  |                              |   |   |   |  |  |
| GRADE 10   | WEEK 1  | WEEK 2   | WEEK 3                       | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8   |
| Term 1   | YR 10/1   |  |                              | YR 10/2   |   | YR 10/3   |  | YR 10/4  |
|  | STILL LIFE  |  |                              | NEW THEME   |   | BRAINSTORMING   |  | 2nd BRAINSTORMING  |
|  | To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills   |  |                              | To actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. |   | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.   |  |  |
| Term 1   | YR 10/4   | YR 10/5  |                              |   | YR 10/6   | YR 10/7   |  |  |
|  | 2nd BRAINSTORMING   | INITIAL INTENTIONS   |                              |   | PRIMARY PICS  | PRIMARY DRAWINGS  |  |  |
|  | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.   | Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures |                              |   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.   |  |  |
| GRADE 10   | WEEK 1  | WEEK 2   | WEEK 3                       | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8   |
| Term 2   | YR 10/8   |  |                              | YR 10/9   |   | YR 10/10  |  |  |
|  | MEDIA EXPERIMENTS   |  |                              | ARTIST RESEARCH   |   | RESPONDING TO ARTIST  |  |  |
|  | Acquiring confidence in taking risks and learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques.  |  |                              | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.   |   | Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.   |  |  |
| Term 2   | YR 10/11  |  |                              | YR 10/12  |   | YR 10/13  |  |  |
|  | MANIPULATED PHOTO PAGE  |  |                              | DEVELOPING IDEAS  |   | PLANNING LARGE SCALE WORK. FINAL EXAM   |  |  |
|  | Acquiring confidence in taking risks and learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques.  |  |                              | Developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products. To develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills   |   | Purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. |  |  |
| YEAR 11 LONG TERM PLAN WITH CURRICULUM STANDARDS |   |  |                              |   |   |   |  |  |
| GRADE 11   | WEEK 1  | WEEK 2   | WEEK 3                       | WEEK 4  | WEEK 5  | WEEK 6  | WEEK 7   | WEEK 8   |
| Term 1   | YR 11/1   | YR 11/2  |                              | YR 11/3   | YR 11/4   | YR 11/5   | YR 11/6  | YR 11/7  |
|  | NEW THEME   | PRIMARY DRAWINGS   |                              | SEC DRAWINGS  | MEDIA EXPERIMENTS   | ARTIST RESEARCH   | MANIPULATING   | DEVELOPING IDEAS   |
|  | Decorate 15 to 20 pages with suitable washes. Title page ( title and candidate details). 1st and 2nd Brainstorm. Initial intentions.  | Recording through photos and record observation. 4 Primary Drawings. Detailed sketching work.                        |                              | 2 Secondary Drawings, related to theme.   | Record through photos with use of different mediums. Annotation and comments.   | Biography work, annotation and responding to the artist   | Selection of your primary, electronically edited, (eg:using powerpoint & photoshop   | Use different experiments to capture the effects of the electronically edited photos. Comments and annotations. Fill up with extra work on a black A2 chart. |

|          |   |   |   |                                       |  |          |   |        |
|----------|---|---|---|---------------------------------------|--|----------|---|--------|
|          |   |   |   |                                       |  |          |   |        |
| Term 1   | YR 11/7   | YR 11/8   |   |                                       |  |          |   |        |
|          | DEVELOPING IDEAS  | PLANNING FOR MOCK EXAM  |   |                                       |  |          |   |        |
|          | Use different experimetns to capture the effects of the electronically edited photos. Comments and annotations. Fill up with extra work on a black A2 chart.  | Composition on A4 size paper from your theme. Detailed sketching. Annotation. | Review and refine. Adding and minus, removing the unwanted areas, enlarge and decrease and different experiments. Comments and annotations. 2 A4 size papers. |                                       | Modify the work on A3 (Sample of A1 canvas). Comments and annotations. |          | Complete another A2 black chart with your ectra work. By this time you should complete, 4 black charts to keep ready for Board Exams with your experimental and extra work. <b>KEEP YOUR A1 CANVAS READY FOR MOCKS.</b> |        |
| GRADE 11 | WEEK 1  | WEEK 2  | WEEK 3  | WEEK 4                                | WEEK 5   | WEEK 6   | WEEK 7  | WEEK 8 |
| Term 2   | YR 11/9   |   |   |                                       | YR 11/10   | YR 11/11 |   |        |
|          | MOCK EXAM PREPATORY WORK  |   |   |                                       | BOARD EXAM   |          |   |        |
|          | Transfer your A3 image to A1 canvas. Step by step procedure. Comments and annotations. Analysis of materials and media of usage. Mock process and evaluation. Taking picturees of different stages of process. Annotate the materials and media used. (2015-2016 Mock Exam was 12th, 13th & 14th January) |   |   |                                       | Brain storm and Initial Intention page.                                |          | Record through photos and record observations (Primary Drawings). Media Experiments.  |        |
| Term 2   | YR 11/12  |   |   |                                       |  |          |   |        |
|          | BOARD EXAM  |   |   |                                       |  |          |   |        |
|          | Artist research and responding to the artist.   | Manupilating images.  | Developing ideas  | Planning and drawing the large scale. | Ten Hour Paper   |          |   |        |