

| Year 7 Curriculum Implementation: ART | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge & Skills | <ul style="list-style-type: none">Understanding the 7 formal elements in ArtDiscovering PicassoUsing Continuous Line | <ul style="list-style-type: none">How to create a composition inspired by PicassoUse of toneHow to blend colour pencilHow to use the pen and wash techniqueHow to use mark making techniques in biro | <ul style="list-style-type: none">Discovering Ali GolzadExperimenting with texture | <ul style="list-style-type: none">Discovering how to create a portrait in the style of Ali Golzad using recycled materialsUse of the grid method | <ul style="list-style-type: none">Discovering Niki De Saint PhalleBlending pencil crayonPainting with poster paints | <ul style="list-style-type: none">Creating personal compositions inspired by Niki De Saint PhallePainting with poster paints |
| Links to prior learning | What learning is needed as a pre-requisite or I being developed? <ul style="list-style-type: none">Use of line with pencilFine motor skills | <ul style="list-style-type: none">Developing critical understanding of artist | <ul style="list-style-type: none">Developing critical understanding of artistUse of tone and texture | <ul style="list-style-type: none">Analysis of artist styleTranslation of grid method | <ul style="list-style-type: none">Developing critical understanding of artistDeveloping blending and painting techniques | <ul style="list-style-type: none">Understanding of composition and use of imagination to create personal and meaningful response |
| Assessment | <ul style="list-style-type: none">Peer and self-assessment in a variety of formsContinuous verbal feedbackTeacher will assess against four Assessments (A0) throughout the year. A01 – artist research A02 – experimenting and refining A03- ideas A04 – final piece | | | | | |
| Home learning | <ul style="list-style-type: none">Home learning will be based around key drawing skills linking to the 7 formal elements in Art and Design. (line, tone, texture, form, pattern, shape and colour) | | | | | |
| Cultural Capital and extra-curricular opportunities | <ul style="list-style-type: none">Keys stage 3 art clubKnowledge of influential artists from various cultures and backgrounds | | | | | |
| Literacy | <ul style="list-style-type: none">Subject specific vocab recorded in glossary and used continuously in class by teacher and studentsOpportunities for oracyPeer feedbackPlenaries discussing strengths and areas for developmentContextual study pages encouraging analysis of artists | | | | | |
| Numeracy | What opportunities are there to refer to numeracy skills? <ul style="list-style-type: none">Cubism breaks objects into geometric forms—squares, triangles, rectangles, and trapezoids | | <ul style="list-style-type: none">The grid method helps artists enlarge or reduce images accurately by dividing the original image into equal sectionsThis requires knowledge of ratios, as each square on the original must correspond to a proportionally sized square on the new surface | | <ul style="list-style-type: none">Niki often used repeating patterns, dots, and mosaics in her large installationsThese can be tied to concepts of sequencing, symmetry, and tessellation in mathematics | |
| Careers Information, Education, Advice and Guidance (CEIAG) | <ul style="list-style-type: none">Fine Artist or Illustrator: Analysing Picasso’s techniques (like Cubism or his Blue Period) shows your understanding of artistic movements and your ability to reflect on style and emotion | | <ul style="list-style-type: none">Ali Golzad’s eco-conscious approach can influence careers in product or packaging design that prioritize sustainability | | <ul style="list-style-type: none">Niki’s work challenges norms and embraces play, feminism, and bold expression. This links to careers where creative thinking and disruptive innovation are valuedStudents learn how to communicate big ideas visually and emotionally—skills valuable beyond the art world | |
| Spirituality | <ul style="list-style-type: none">In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?Picasso saw art as healing, just like many people see prayer, meditation, or worship | | <ul style="list-style-type: none">Ali Golzad is known for using recycled materials, especially cardboard, to create portraits with emotional and social commentaryTurning "trash" into art mirrors the spiritual idea of finding beauty and meaning in the overlooked or broken | | <ul style="list-style-type: none">Niki said her art was about understanding her place in the universe and helping others explore theirs too. That’s a spiritual journey | |
| How can parents support the curriculum? | How can parents support learning during this ½ term? <ul style="list-style-type: none">Encouraging children to be creative and to draw as much as possible at homeVisiting art galleries and museumsWatching educational programmes about artists | | | | | |

