**Art and Design**

**YEAR 7**

| **SOW** | **Formal Elements - Line****Wk 1 - 7** | **Formal Elements Tone****Wk 8 - 14** | **Formal Element Colour****Wk 15 - 19** | **Critical Studies - Portrait - Heather Galler** **Wk 20 - 39** |
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| **Knowledge** | * I can explain what we mean by the ‘Formal Elements in art’
* I can describe what ‘Line’ is in art
* I can describe the five types of ‘Line’ in art
* I can describe what we mean by ‘Mark Making’ in art
* I can explain what we mean by ‘Materials or Mediums’ in art
* I can identify a range of ‘materials or media’’ in art that would be suitable for mark making
* I can identify a range of material / medium characteristics
* I can identify and select an artist or craftspeople that uses ‘Line or Mark Making’ within their artwork.
 | **Knowledge Assessment Objective 1:** I can develop ideas through investigations, demonstrating critical understanding of sources.**Knowledge Assessment Objective 2:**I can refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | **Knowledge Assessment Objective 1:** 1. I can research an artist or culture and use this style to develop my idea.
2. I can identify the main features of this art style
3. I can explain how this art style developed in this time period

**Knowledge Assessment Objective 2:**1. I can plan and improve my work by exploring other ideas
2. I understand and have the knowledge to use the correct materials, techniques and processes
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| **Skills**  |  * I can apply a variety of materials / media to a surface
* I can experiment with a variety of materials / media to explore mark making
* I can record evidence using a variety of ‘Line’ techniques’ in art
* I can re visit my artwork and refine it
* I can apply a technique to my own artwork that has been identified in another artist or cultures artwork
* I can develop basic art ideas / concepts from what I have experienced during this topic
 | **Skill Assessment Objective 3:**I can record ideas, observations and insights relevant to intentions as work progresses.**Skill Assessment Objective 4:**I can present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | **Skills Assessment Objective 3:**1. I can record using drawing, painting, pattern, printing, modelling etc. in a variety of styles and approaches and this helps me develop my artwork
2. I can record ideas, observations and insights relevant to intentions as work progresses.

**Skills Assessment Objective 4:**1. I can create a personal and meaningful piece of art
2. My piece of art has been developed from my original topic
3. I have demonstrated that I understand and can use some of the formal elements in art.
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| **Vocabulary** | FormalElementLine Vertical HorizontalDiagonalCurved BrokenApplyPressureVaryAlterVarietyMarkEmotionRecordAncientEnvironmentObserveReaction RevolveRotateAngle  | TonePressureContrastShapeFormVaryMark MakingSmoothSolidGraduatedGraduationCurveContourChangeCaptureRecordSurfaceTextureUndulateRidgeValleyTroughDip ConeSphereCubeCornerEdgeRatioFractionProportionApply | **To be simplified**Subject specific Vocabulary embedded in the lesson introductions and embedded in the following lessons and topics, GKO, big reads and time to shine includes:Primary, secondary, tertiary, mix, blend, transparent, opaque, wash, dry, edge, surface, pattern, wet, scrim, layer, dry, edge, front, leading, drag, apply, complimentary, contrasting, draw, spread, even, balance, pull, tip, stable, direction, gentle, stroke, align, stable, control, steady, fixed, swell, dry, damp, overload.  | **To be simplified**Subject specific Vocabulary embedded in the lesson introductions and embedded in the following lessons and topics, GKO, big reads and time to shine includes:Vocation, professional, amateur, commission, gallery, community, project, portrait, landscape, pattern, folk, surroundings, local, rural, urban, locality, folk, style, country, region, identity, regular, irregular, abstract, overlay, random, simplicity, shape, repeat, fractal, symmetrical, unbalanced, layer, similar, identify, format, infill, closed, border, multiple.  |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes - The knowledge is within the content of the GKO | Yes - The GKO content and subject specific vocabulary is taken directly from the lesson topics, discussion and individual lesson Powerpoints we are studying in the art classes for that term. | Yes - The GKO content and subject specific vocabulary is taken directly from the lesson topics, discussion and individual lesson Powerpoints we are studying in the art classes for that term. | Yes - The GKO content and subject specific vocabulary is taken directly from the lesson topics, discussion and individual lesson Powerpoints we are studying in the art classes for that term. |
| **How does this knowledge link to/build on prior knowledge?** | Links to KS2 Art National Curriculum.Pupils have a basic knowledge of recording/drawing in art in year 6 but most have not explored formal elements or ‘line’ in detail. This topic knowledge extends prior learning and experience with Line by enriching the theoretic and practical application of line helping pupils develop confidence and a better understanding of how and why to apply line using a variety of materials. Understanding the formal elements in art is key to being more aware of the seven aspects of any artwork. If you can recognise these (7 elements) in artwork then pupils can identify, comment and start to plan and develop their own artwork with a greater degree of confidence and skill. Line is the initial element and most commonly used mark making style and is the foundation to recording information in art.  | **To be simplified**Links to KS2 Art National Curriculum.Building on practical sessions that should have been delivered at KS2 but often hasn't been. Pupils have a basic knowledge of what tone is but often refer to it as shading. The intricacies of tone are much more complex in terms of how tone works and how tone helps create ‘Form’ in art. Second topic focusing on ‘Art Formal Elements’ follows naturally from ‘Line’. Builds skill from prior knowledge of flat or layered tone / shading and develops into curved / graduated shading / Tone. Helps pupils start to understand ‘Shape and Form’. Builds on development of mark making and leads to the ‘Formal Element’ on ‘Texture’. | **To be simplified**Links to KS2 Art National Curriculum. Pupils will have a basic knowledge of colour (primary and secondary colour) if they have covered this at KS2. This topic revisits colour theory (Primary and secondary colour) and then builds on PK with tones, shades and tertiary colour, contrasting and complimentary theory) this then translates into methods of application, selection and decision making in the creative process. Colour theory and practice is then used to extend personal projects on Heather Galler personal portrait final outcome. | **To be simplified**Links to KS2 Art National Curriculum. Line, tone, colour and pattern are all essential parts to this final topic. Everything in terms of knowledge and skill embedded over the year is developed into a final outcome. Critical studies work on Portraits and artist ‘Heather Galler’ forms the structure and style of the work and again this links directly to earlier learning experiences at KS2. Evidence is clearly visible in the pupil's final outcome. Prior knowledge and skills in testing and experimenting throughout the year and present in sketchbooks is referred to as the project progresses.  |
| **Is knowledge embedded consistently across the SOW?** | Yes, knowledge is embedded in a consistent manner across the SOW/ lessons for the topic  | **To be simplified**Yes - In each individual lesson within this topic. It is a key section built into the introduction, modelling and oracy during the lessons. Also, the ‘Tone knowledge’ is referred to multiple times as other topics are covered throughout KS3.  | **To be simplified**Yes - Each individual lesson contains key words and definitions, modelling plus testing and experimenting to embed content. It is discussed through lesson practice and then used practically when developing and exploring materials when using colour. | **To be simplified**Yes - Where appropriate and where it is due to be delivered. As this is the last topic - Critical Studies knowledge is specific to this part of the planning stage.  |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes - Every lesson within this topic has embedded, relevant content that revisits past vocab, introduces new SSV to each lesson as they progress and offers the opportunity for staff and pupils to utilise and share SSV. | Yes - Every lesson within this topic has embedded, relevant content that revisits past vocab, introduces new SSV to each lesson as they progress and offers the opportunity for staff and pupils to utilise and share SSV. | Yes - Every lesson within this topic has embedded, relevant content that revisits past vocab, introduces new SSV to each lesson as they progress and offers the opportunity for staff and pupils to utilise and share SSV. | Yes - Every lesson within this topic has embedded, relevant content that revisits past vocab, introduces new SSV to each lesson as they progress and offers the opportunity for staff and pupils to utilise and share SSV. |
| **What (if any) additional vocabulary is needed to access this SOW?** | No additional vocabulary is required as all SSV is listed on the lesson 'PowerPoints’ and discussed prior to each session.  | **To be simplified**No additional vocabulary is required as all SSV is listed on the lesson 'PowerPoints’ and discussed prior to each session.  | **To be simplified**No additional vocabulary is required as all SSV is listed on the lesson 'PowerPoints’ and discussed prior to each session.  | **To be simplified**No additional vocabulary is required as all SSV is listed on the lesson 'PowerPoints’ and discussed prior to each session.  |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | The ability to condense text or discussion into compressed bullet points.This is covered in the Time to Shine lesson in art. We also re-embed this skill using oracy / discussion sessions plus question and answer sessions.  | **To be simplified**The ability to condense text or discussion into compressed bullet points.This is covered in the Time to Shine lesson in art. We also re-embed this skill using oracy / discussion sessions plus question and answer sessions.  | **To be simplified**The ability to condense text or discussion into compressed bullet points.This is covered in the Time to Shine lesson in art. We also re-embed this skill using oracy / discussion sessions plus question and answer sessions.  | **To be simplified**The ability to condense text or discussion into compressed bullet points.This is covered in the Time to Shine lesson in art. We also re-embed this skill using oracy / discussion sessions plus question and answer sessions.  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Remembering the definitions of key words and application methods plus critical observation commentary does help pupils retain the information. By far the most successful method of retention for the pupils is peer or pupil teaching where good practice is shared and delivered via pupil mentoring in class. | **To be simplified**Remembering the definitions of key words and application methods plus critical observation commentary does help pupils retain the information. By far the most successful method of retention for the pupils is peer or pupil teaching where good practice is shared and delivered via pupil mentoring in class. | **To be simplified**Remembering the definitions of key words and application methods plus critical observation commentary does help pupils retain the information. By far the most successful method of retention for the pupils is peer or pupil teaching where good practice is shared and delivered via pupil mentoring in class. | **To be simplified**Remembering the definitions of key words and application methods plus critical observation commentary does help pupils retain the information. By far the most successful method of retention for the pupils is peer or pupil teaching where good practice is shared and delivered via pupil mentoring in class. |

**Year 8**

| **SOW** | **Inside Outside Project : Viewpoints** |  |  |  |
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| **Knowledge** | * I have an understanding of the formal Elements in art
* I understand the main concepts of ‘Perspective’
* I understand the concept of ‘shape and form’
* I understand one point perspective
* I understand two point perspective
* I understand three point perspective
* I understand the main features of a perspective drawing. ie. Horizon line, vanishing point etc.
* I can identify an artist or culture that uses perspective within their artwork
* I can identify the key characteristics of an artist or cultures artwork and discuss how this could be used within my own developing artwork
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| **Skills**  | * I can use a ruler to create set of guideline
* I can use a ruler to measure within a tolerance of 1 cm
* I can create a framework / scaffold format for a perspective drawing
* I can apply basic perspective rules
* I can revisit, refine and improve my work
* I can start to develop a final outcome that showcases my learnt skills and knowledge within this topic
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| **Vocabulary** | PerspectiveHorizonVerticalHorizontalDiagonalVanishingShapeFormAnglePitchRotateDescribeObserveRenaissanceMedievalLayerLayeringDepthDevelopmentAdvancements |  |  |  |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | The knowledge matches the content of the GKO |  |  |  |
| **How does this knowledge link to/build on prior knowledge?** |  |  |  |  |
| **Is knowledge embedded consistently across the SOW?** |  |  |  |  |
| **Is all of the vocabulary embedded throughout the SOW?** |  |  |  |  |
| **What (if any) additional vocabulary is needed to access this SOW?** |  |  |  |  |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** |  |  |  |  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** |  |  |  |  |

**Year 9**

| **SOW** | **Ancient Art: Cave Art** |  |  |  |  |
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| **Knowledge** | * I understand the timeline of the early creative period
* I understand the initial process of early mark making and its conception
* I understand how cave art developed over time
* I understand and can identify the materials used in Cave Art.
* I can identify and experiment with materials , media to emulate Cave Art.
* I can identify the common characteristics and content of Cave Art.
* I can utilise the common characteristics and content of cave art and develop my own artwork using this style
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| **Skills**  | * I can select a variety of specific materials / media that suits the topic
* I can experiment with a variety of materials / media to explore recording techniques
* I can apply materials in a thoughtful and sensitive manner to emulate the style of the topic
* I can revisit and refine my artwork
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| **Vocabulary** |  |  |  |  |  |
| **Does the knowledge above marry up with KO?** |  |  |  |  |  |
| **How does this knowledge link to/build on prior knowledge?** |  |  |  |  |  |
| **Is knowledge embedded consistently across the SOW?** |  |  |  |  |  |
| **Is all of the vocabulary embedded throughout the SOW?** |  |  |  |  |  |
| **What (if any) additional vocabulary is needed to access this SOW?** |  |  |  |  |  |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** |  |  |  |  |  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** |  |  |  |  |  |