



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

ART

INTENT

"Art is not a mirror held up to reality but a hammer with which to shape it." - Bertolt Brecht

- Students will develop their ability to realise creative thoughts/ideas/imagination.
- Pupils will gain a wide range of art, craft and design experiences enabling young people to discover themselves and find their voice.
- Students will be supported and nurtured to shape their own outcomes.
- Students will gain a deep cultural knowledge and understanding.
- We will empower children to voice, shape and express cultural heritage.
- Students will develop skills for future learning and employment.
- We want to ensure that our curriculum is relevant and engaging, we want to ensure students are aware of contemporary artists talking about their world.



YEAR GROUP

YEAR 7

RATIONAL / NARRATIVE

Pupils explore, experiment and develop the skills needed to successfully decode the increasingly visual world around them. It is our intention that pupils do this without fear of failure. Units are exciting, current, and encourage students to be able to question, critique, describe, subvert their world only Art can do this honestly.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

A whole school approach to a transition from primary school through exploration of skills.

Students develop basic drawing skills and investigate formal elements through practice.

Oliver Jeffers / Illustration:
Critical and contextual understanding of the work developed by Oliver Jeffers focusing on Lost and Found.
Exploration of the design process and the differences between Art and Illustration.

Oliver Jeffers painting:
Exploration of Jeffers more diverse characters.
Developing students' own celebration Jeffers inspired Christmas card.
Basic drawing skills, colour mixing, colour theory.

Observational drawing :
Students revisit basic drawing skills and investigate formal elements through practice focusing on 3D shapes.

Anna Seranno:
Critical and contextual understanding of the work developed by Ana Serrano Diversity within the arts.
Exploration of how issues such as poverty and the working poor can influence architecture and town planning.

Anna Seranno 3D:
Three dimensional skills: cardboard construction, low relief inspired by Anna Serrano.
Understanding of simplification/minimal drawing and design.
Exploration of composition when working three dimensionally.
Critical and contextual understanding of architecture through our art history.

Prehistoric period, Cave painting:
Critical and contextual understanding of the work developed by humans and the first marks they made on the earth, (breath paintings).
Understanding of the power of simplification.
Exploration of the power, purpose and the meaning of drawing.

John Burgerman:
Critical and contextual understanding of the work developed by Jon Burgerman.
Diversity of careers within the arts.
Exploration of the design process.
Drawing skills, drawing processes.

SKILLS

Basic drawing skills, tone, mark making and shading.

Basic drawing skills, colour mixing, colour theory.

Decoding the formal elements within a piece of art.

3D building skills, mixed media materials, drawing and colour mixing.

Simplification, building, planning, trial and error. Creating cardboard sculptures.

Stencilling, paint application, Sgraffito.

ASSESSMENT

MP1 Oliver Jeffers

MP2 Colour mixing

MP1 Progress test

MP2 2D Relief

MP1 Mark making

MP2 Progress test



HOME LEARNING

READING, WRITING, TALK, NUMERACY

TIER 2 VOCABULARY TIER 3 VOCABULARY

PSPSMC, BRITISH VALUES AND DIVERSITY

Completion of Teams Knowledge and recall quiz based on the artist of term.					
<p>Reading and Writing: Understanding the formal elements of art and design. Looking at key words and definitions.</p> <p>Talk: Discussing the work of Oliver Jeffers and other children's book illustrators.</p>	<p>Reading and Writing: Annotation and analysis of artwork and artistic processes.</p> <p>Talk: Developing peer and self-assessment of work.</p>	<p>Reading and writing: Ensuring all keywords are understood and written down in booklet for future reference. Discuss the first paintings created.</p> <p>Talk: Analysing the work of Ana Serrano. Discuss architecture across the world.</p>	<p>Reading and writing: Reading Strategies of 'predicting', 'ask questions' and 'form opinions' Annotation and analysis of artwork and artistic processes.</p> <p>Talk: Developing peer and self-assessment of work.</p>	<p>Reading and writing: Ensuring all keywords are understood and written down in booklet for future reference.</p> <p>Talk: Analysing the work of Jon Burgerman.</p>	<p>Reading and writing: Annotation and analysis of artwork and artistic processes.</p> <p>Talk: Developing peer and self-assessment of work.</p>
Choose Create	Develop Find	Respond Review	Select Explain	Experiment Investigate	Present Refine
Illustration, collage, proportion.	Primary, secondary, tone.	Architecture, Favela, Socio economic.	Two-dimension, two-dimension relief, three dimension.	Breath painting, stencilling, mark making.	Realism, scribble, doodle.
<p>Social/Moral/British: Students will consider the impact on the planet through an Oliver Jeffers story.</p> <p>Moral: Pupils will explore the issues surround immigration and diversity.</p> <p>British Values: Students will consider some of the regulations and laws that govern immigration. It will be a safe space to share any stories or experiences.</p> <p>Students will engage with cultural workshops celebrating our diverse community at point throughout the year.</p>		<p>Social: Students will consider the impact poverty and the working poor on society and how this shapes our communities.</p> <p>Cultural: Exploring other countries specifically Mexico and Brazil and environmental issues specifically recycling.</p> <p>Students will engage with cultural workshops celebrating our diverse community at point throughout the year.</p>		<p>Social: Pupils will be invited to consider why humans mark make, why they began to mark make and how this has transformed through the history of humanity.</p> <p>Cultural: Pupils will make their own interpretation of their character designs based on themselves. Personal background/religion/race/interests.</p> <p>Students will engage with cultural workshops celebrating our diverse community at point throughout the year.</p>	