

**Subject: Art**

**Year group: 7**

**Department Curriculum Vision:** We want all students to be equipped with the skills, knowledge and understanding they need in order to appreciate, participate in and be inspired by the creative arts and the world around them.

|                                          | Autumn Term 1                                                                                                                                                                                                                                                                                       | Autumn Term 2                                                                                                                                                                                                                                 |
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| <b>Content:</b><br><b>(Know what...)</b> | <b>Formal Elements Project:</b><br>Introduction the the formal elements of art: <ul style="list-style-type: none"><li>- Line</li><li>- Shape</li><li>- Pattern</li><li>- Colour</li><li>- Form</li><li>- Tone and</li><li>- Texture</li></ul><br>Undertake a baseline test of observational drawing | Introduction to the colour wheel <ul style="list-style-type: none"><li>- Primary, secondary, tertiary colour</li><li>- Complementary and harmonious colour scheme</li></ul> Introduction to composition<br>Artist analysis: Wassily Kandinsky |
| <b>Skills:</b><br><b>(know how...)</b>   | <b>Sketchbook presentation skills</b><br><b>Tonal shading</b><br><b>Mark making techniques</b>                                                                                                                                                                                                      | <b>Watercolour painting</b><br><b>Colour mixing</b><br><b>Written artist analysis</b>                                                                                                                                                         |

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| <b>Key vocabulary</b>      | <ul style="list-style-type: none"><li>- Line</li><li>- Shape</li><li>- Pattern</li><li>- Colour</li><li>- Form</li><li>- Tone</li><li>- Texture</li><li>- Mark making</li></ul> | <ul style="list-style-type: none"><li>- Primary, secondary, tertiary colour</li><li>- Tint, shade, tone, hue</li><li>- Complementary, harmonious</li><li>- Composition</li><li>- Abstract</li><li>- Scale</li><li>- Analysis</li><li>- Pastiche, response</li></ul> |
| <b>Mid Term Assessment</b> | Coloured pencil copy of Van Gogh's 'Starry Night'                                                                                                                               |                                                                                                                                                                                                                                                                     |
| <b>End Term Assessment</b> |                                                                                                                                                                                 | Colour wheel test<br>Colouring using warm and cool colours                                                                                                                                                                                                          |
|                            | <b>Spring 1</b>                                                                                                                                                                 | <b>Spring 2</b>                                                                                                                                                                                                                                                     |

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| <b>Content:</b><br><br><b>(Know what...)</b> | <b>Sweet Treats Project:</b><br><br>Tonal drawing from observation<br>Develop an awareness of the commercial application of art<br>Realistic drawing<br>Artist analysis: Sarah Graham | Artist analysis: Wayne Thiebaud<br>Graphic design: Lettering styles and colour schemes<br>Designing for a purpose |
| <b>Skills:</b><br><b>(Know how...)</b>       | <b>Observational drawing</b><br><b>Coloured pencil</b><br><b>Burnishing</b>                                                                                                           | <b>Collage</b><br><b>Relief sculpture using cardboard</b><br><b>Texture and colour</b>                            |

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| <b>Key vocabulary</b>                    | <ul style="list-style-type: none"><li>- Pencil pressure</li><li>- Burnishing</li><li>- Blending</li><li>- Pastiche</li><li>- Response</li></ul> | <ul style="list-style-type: none"><li>- Pigment</li><li>- Saturation</li><li>- Muted, vibrant</li><li>- Texture</li><li>- Composition</li></ul> |
| <b>Mid Term Assessment</b>               | Observational drawing- sweet wrapper                                                                                                            |                                                                                                                                                 |
| <b>End Term Assessment</b>               |                                                                                                                                                 | Observational drawing- Cupcake using coloured pencils                                                                                           |
|                                          | <b>Summer 1</b>                                                                                                                                 | <b>Summer 2</b>                                                                                                                                 |
| <b>Content:</b><br><b>(Know what...)</b> | <b>The Natural World</b><br><br>Observational drawing<br>Monoprinting                                                                           | Oil pastels<br>Land art<br>Found objects art                                                                                                    |
| <b>Skills:</b><br><b>(Know how...)</b>   | <b>Printmaking techniques</b><br><b>Photography</b>                                                                                             | <b>Sculpture</b><br><b>Oil pastel techniques</b>                                                                                                |

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| Key vocabulary         | <ul style="list-style-type: none"><li>- Contrast</li><li>- Printmaking terminology: Plate, roller, ink</li><li>- Glossy, matte</li><li>- Texture</li></ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>- Pointillism</li><li>- Stippling</li><li>- Constructing</li><li>- Optical illusion</li><li>- Found objects</li></ul> |
| Mid Term Assessment    | Tonal drawing of natural forms                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |
| End Term Assessment    |                                                                                                                                                                                                                                                                                                                                                                                         | Monet copy                                                                                                                                                  |
| Additional information |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                             |
| Homework               | <p><u>Term 1:</u><br/>Line composition<br/>Skull tonal drawing<br/>Formal elements poster<br/>MUA prep<br/>Research colour wheel<br/>Research Kandinsky<br/>Painting techniques poster<br/>Moodboard<br/>Guitar tonal drawing<br/>Robert Indiana research<br/>EUA Prep<br/>Food title page</p> <p><u>Term 2:</u><br/>Finish title page<br/>Pepper drawing<br/>Sarah Graham research</p> |                                                                                                                                                             |

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|                                                      | <p>MUA prep<br/>Feedforward<br/>Cake created with unusual materials<br/>Wayne Thiebaud research<br/>Thiebaud pastiche<br/>Moodboard<br/>Collage cupcake<br/>EUA Prep<br/>Feedforward</p> <p><u>Term 3:</u><br/>Moodboard<br/>Karl Blossfeldt research<br/>Blossfeldt response<br/>MUA prep<br/>Feedforward<br/>Monet research<br/>Monet pastiche<br/>Richard Long research<br/>Finish designing sculptures<br/>Poster on clay techniques<br/>EUA prep<br/>Feedforward</p> |
| <b>Extra curricular and enrichment opportunities</b> | <p>KS3 Lunchtime art club<br/>KS3 Afterschool art club</p>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Useful links that will support learning</b>       | <p><a href="https://www.bbc.co.uk/bitesize/subjects/zts3kqt">https://www.bbc.co.uk/bitesize/subjects/zts3kqt</a><br/><a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a><br/><a href="https://www.landartforkids.com/">https://www.landartforkids.com/</a></p>                                                                                                                                                                                        |

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| <b>How parents can support learning</b> | <p><b>Get messy</b><br/>Try to get hold of as many different types of drawing and painting resources as you can to let your child get creative and explore creating art using different materials. Paints, chalk, crayons, pens, pencils, modelling clay and much more can be found in discount shops. Just don't forget to put lots of newspaper down first!</p> <p><b>Keep a sketchbook</b><br/>Encourage your child to keep a sketchbook. Suggest that they take it with them when they go out so that they can look for things to sketch – a tree, a building, a scene. Alternatively, if they see something they would like to draw, take a photo on your phone and let them sketch from it when they are home.</p> <p><b>Celebrate your child's art</b><br/>Praise your child's creations and encourage them not to get disheartened if they feel they have made 'mistakes'. Explain that art is about being creative and trying out different things. There is no right or wrong way to do things. You could even 'frame' their work using coloured paper or card and create a little gallery on the kitchen wall or in their bedroom to display their work.</p> <p><b>Discuss and enjoy art together</b><br/>Find out about local art galleries or museums that you can visit with your child. Encourage them to talk about what they see and to share their opinions – about subject matter, colours, what materials the artist used, and so on.</p> |
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