

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

Year 7 Art

Careers		
Local Market Information	Skills	Jobs
	• Creativity Problem solving • Observation, hand eye coordination • Resilience • Reflective • Observation, hand eye coordination, dexterity. • Work to a deadline/ work to a brief. • Research • Visual, Verbal and Written Communication	Artist , Art Education, Illustrator, Art Historian, Printmaker

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 1	Baseline Drawing Assessment	Independent application of skills • Outline • Detail • Tone	Reflecting and scaffolding theoretical understanding and skill development from KS 2. Reflecting on formal elements to analyse the work of an artist	Outline, Detail, Tone	American Artist
	Introduction to the Formal Elements - Line,	• Experimentation and practice using the formal elements to develop key skills and basic concepts	• Concept mapping • Embedded retrieval activities • Regular LSQ/whiteboard activities • Self and peer assessment •	Formal Elements Line, Pattern, Tone, Pattern, Layers, Texture, Shape, Form	

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 2	Introduction to Artist Research - Vincent Scarpance	- Developing Ideas - Analysing the work of others using the formal elements of art	Baseline Drawing Assessment - Key piece - WWW - EBI - Student Action written response	Abstract, Formal Elements, analyse	American Artist Pattern examples from around the world
	<u>Colour Theory, Mixing and Texture</u>	- Develop an understanding of colour theory - Explore and Develop skills using different media. - Use different media to create tone		Secondary, primary, Complimentary, Tertiary, Monochromatic.	Career Connections – Artist Education
	<u>Independent learning Task</u> <u>Formal Element Fish Designs x 4</u>	- Creating personal responses - Refining ideas and recording insights		Regular, irregular, Organic, Geometric Linea Zentangle Repetitive	CAFOD Connections with Christian symbol of the fish Connections with Christmas celebrations
Half Term 3 & 4	Scarpance inspired Sea Creature – <u>A3 Mixed Media</u>	Developing ideas and creating a skilful personal Response	Reflecting and scaffolding theoretical understanding and skill development from pervious learning Reflecting on theoretical understanding, drawing techniques and formal elements to create a mixed media outcome. - Embedded retrieval activities - Code call - Regular LSQ/whiteboard activities - Self and peer assessment <u>Mixed Media Scarpance inspired Outcome - Key piece Assessment</u> - WWW - EBI - Student Action written response	Mixed media Response Personal Hokusai Aboriginal Culture Japan	
	Tone and drawing techniques	Drawing skills to create tone, texture and detail using pen and pencil - Pointillism - Hatching, cross hatching - Feathering - scumbling		Technique Tone Pointillism Blending Layers	

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	Pastel Sgraffito	Reflecting on formal elements line, colour, texture and pattern. Using sgraffito technique to carve pastel	- Reflective starter activities - Embedded retrieval activities - Regular LSQ/whiteboard activities - Self and peer assessment	Carve Layers Line Organic Linea Pattern	
	Tone with paint	Reflecting on previous skills and colour theory from HT3 and applying techniques within the design		Warm and cool Analogous Layers Blend	
	Collage	Reflecting on previous colour theory in HT3 and applying using collage techniques		Hues Shades Technique Colour	
	Mixed media techniques Refining and adding detail	Independent personal responses. Student selection of medias to combine using previous theoretical and practical understanding		Mixed media Independent Combine Realise Intentions	
	<u>Independent Research Task – Cultural Connections</u>	- Develop skills composing research and decorative elements - Refine and redraft written analysis and comparisons. Recording skills - Title and decorative keywords - Written Analysis - Artist copy		Mythical Similarities Differences Comparison Connection Determination Resilience Cultures	Connections with historical depictions of fish around the world. Focus on Hokusai and the mythical Japanese story of the Koi Carp (teaching resilience and determination) Career Connections – Printmaker Illustrator Art Historian

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					CAFOD – determination and resilience
Half Term 5	Bug Research	Identification and classification of different insects and arachnids - Classification grids - Concept mapping - Diagram labelling	- Reflective starter activities - Embedded retrieval activities - Regular LSQ/whiteboard activities - Self and peer assessment	Arachnid Bug Insect Arthropod Thorax Abdomen	Enrichment activity within fact finder reading QR code: How to bug hunt Career Connections – Scientific Artist Documentary Recording
Half Term 6	Frankenburg Designs and Final Outcomes Using mixed media	Developing ideas and creating a skilful personal Response. Skills - Outline - Detail - Tone	<u>Franken Bug Designs - Key piece assessment</u> - WWW - EBI - Student Action written response Reflecting on previous learning of formal elements, drawing skills and techniques and colour theory to create an informed, skilful response.		Connections with mythical monsters – roman and Greek mythology. Career Connections – Illustrator
	End Of Year Drawing Assessment	Independent application of skills. Reflecting on skills developed throughout the year - Outline - Detail - Tone		Outline, Detail, Tone, skills, reflect	

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Term 1	Baseline Skills Assessment	To understand and assess initial skills capability and independence.	- Regular verbal feedback is given within the classroom. - Student feedback given within their Booklet assessment sheet against success criteria. WWW, EBI and Student action is also evident - Assessed grades are recorded on Sims - Progress Grades are communicated to Students and Guardians throughout the year.
	Independent Outcome - Formal Element Fish designs	To assess how students Independently apply research and key drawing skills within their own outcomes.	
Term 2	Independent Outcome - Cultural Connections Research	To assess independent research skills. To literacy skills and subject specific terminology. To make meaningful connections with the historical and modern work of others.	- Regular verbal feedback is given within the classroom. - Student feedback given within their Booklet assessment sheet against success criteria. WWW, EBI and Student action is also evident - Assessed grades are recorded on Sims Progress Grades are communicated to Students and Guardians throughout the year.
	A3 Mixed Media Scarpape inspired Outcome	To assess how students create personal responses and develop ideas using different medias. To assess key skills and concepts taught in year 7.	
Term 3	Bug Research and Frankenbug Designs	To assess how research can Inform their own ideas. To assess drawing skills using secondary resources. To assess how students can realise intentions and create meaningful outcomes using secondary resources.	- Regular verbal feedback is given within the classroom. - Student feedback given within their Booklet assessment sheet against success criteria. WWW, EBI and Student action is also evident - Assessed grades are recorded on Sims Progress Grades are communicated to Students and Guardians throughout the year.
	End of Year Skills Assessment	To assess development of drawing skills and concepts practiced throughout the year.	