

Subject	ART	Year Group	7			
	Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4	Term/Unit 5	Term/Unit 6
Scheme title	KS3 introduction and baseline assessment	Orante Insects- colour theory	Watercolour exploration	Ornate insects- Pattern	Ornate Insects (Outcome)	Ornate Insects (Print/sculpture)
Purpose of scheme	A base-line drawing task to determine the observational drawing and recording skills of each student. Students are to observe and recreate a line drawing of an insect. Students will explore observation, elements of art such as line and shape as well as refinement skills.	To explore the importance of colour theory and to ensure students are confident in making informed colour choices. Explore the colour wheel and focus on complimentary, analogous, tints and shades.	Students are to explore, experiment and to gain confidence in using watercolour paints. Students will use their colour knowledge to select a personalised colour palette to paint their insects	. Students will explore pattern and contrast influenced by a variety of artist styles and processes. Students will explore negative and positive space and the importance of accuracy and craftsmanship.	To establish a well considered and well refined outcome. To strengthen confidence in using a range of drawing media and watercolour paint. To raise pupils confidence in art and to establish a sense of pride within their work.	To introduce and explore poly printing techniques and processes. To explore a range of print artists. To further evolve the ornate insect outcome into an abstract print. Explore wire sculpture using continuous line drawings to relate to the insect drawings.
Knowledge in sequence	This curriculum sequence of discovery, drawing, painting, printing, developing, designing and making gives students in year 7 a rich experience within art. It helps prepare them for years 8 and 9 as well as for the assessment objectives at GCSE. As the curriculum progresses, students strengthen their skills and gain greater confidence in their ability. Drawing is a core component to every SOW and the level of challenge is strengthened each year, this is clearly visually evidenced within the department.					
Skills	Drawing skills/techniques. Observation, resilience, time management.	Colour theory knowledge. Primary, secondary, tertiary, analogous, complimentary, warm, cool, tints, shades. Explore colour mixing and blending techniques.	Watercolour painting skills and techniques. colour mixing, blending etc.	Explore pattern through pencil and fine line drawing. Explore key visual elements such as shape, space and line.	Personal response embedded to strengthen creativity. Reflection and refinement to push for excellence. Resilience and time management. Presentation awareness and craftsmanship.	Personal response embedded to strengthen creativity. Reflection and refinement to push for excellence. Resilience and time management. Presentation awareness and craftsmanship. Print making skills, 3D sculptural skills.
Key words	<b>Complimentary colour, Symmetry, Observation, Technical drawing, Craftsmanship, Analogous, Tertiary colours, Technique, Refinement, Pattern, Engrave.</b>					
End point	Develop drawing skills and knowledge of formal elements. Develop skills in using a range of media and techniques. Analysis/evaluation of artists' work. Evaluation of students' work through formative and summative assessment. Develop skills and knowledge to progress confidently into year 8. To establish a range of artwork that is reflected upon and refined with a focus on excellence.					
Assessment Methods	Summative baseline assessment	formative assessment- colour theory analysis. Summative insect line drawing	formative assessment- watercolour experimentation and colour theory exploration	formative assessment- pattern	Formative assessment relating to the outcome	Summative assessment of outcome.