



Scheme of Work Year 7 SUBJECT Art

	Key skill - Drawing	Key skill - Mark Making	Key skill - Colour Theory	Exploding Book Project
Key concepts	Accurate drawing and applying tone and detail in drawings. Thinking about how we observe to draw.	Being creative about applying a greater range of mark making when drawing.	Understanding the basic colour groups and how to mix colours. Develop skills using paint and other colour media.	Develop skills using a variety of media through producing a collection of patterns combining previous skills of mark-making and colour theory.
Themes	Different types of pencil and drawing media. Controlled use of tone Accurate sketching Different approaches to drawing.	Different types of mark making. Being creative when using mark making How mark making is used by artists.	Basic Colour Theory and colour groups. Colour wheels and mixing paint. Imaginative colour wheels. Applying colour theory in own creations.	Use of different media (pastels, collage, paints, inks). Exploring work of other artists and crafts people. Presenting work in a creative way (exploding book).
Challenge	Encouragement to attempt more challenging subject matter. Think about using a wider range of pencils.	Higher level tasks – more challenging ideas. More difficult resources.	Targeted questioning about colour theory. More challenging designs for colour wheels.	Encouragement to attempt more challenging subject matter. Explore more complex design features.
Support	Simpler subject matter. Exemplar examples.	Simpler tasks More accessible source material.	Targeted questions and more accessible resources for the colour wheel task.	Simpler subject matter. Exemplar examples.
Literacy focus	Key words – Tone, Form, Shade, Gradation, Texture, Detail, etc	Key words related to mark making techniques. Key words for describing artwork particularly looking at Van Gogh.	Key words for colour theory and colour groups.	Key words relating to the art and culture studied. Descriptive writing about the art examples (review and refining tasks).

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Numeracy Focus	Numerical Order of pencils Drawing a shading grid to size specification.	Using grids as a means to transfer images.	Construction of hexagrams and circle patterns.	Scale and construction.
Cross-curricular links	Appropriate use of different pencil choices for different lesson tasks (particularly DT)	English – when writing about artwork (descriptive writing).	Maths (through construction of more complex colour wheels).	English – when writing about artwork (descriptive writing). Geography and RE when looking at the use of art forms in different cultures.
SMSC & MBV	Respect and tolerance of others during class discussion.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Spiritual appreciation (and links) for certain colours and patterns.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Spiritual appreciation (and links) for certain colours and patterns. Cultural investigations looking at the art of other cultures.
ASSESSMENTS	Observational drawing task.	Van Gogh sketch - Opportunity for peer assessment.	Basic colour theory test. Final Colour Wheel.	Final Exploding book construction.
Out of school learning	Drawing task as part of IST.	Drawing task as part of IST. Artist study task as part of IST.		



Topic : Drawing

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
1	How we see – Observational skills Think about how we approach observational drawing. Practise observational skills, specifically looking at accuracy. Think about how we add detail and tone to drawings	Improvement in drawing skills (particularly in task 2) Willingness to try new ideas and explore different techniques. Attempts to improve drawing, showing accurate form, shading and texture. Task: Students to choose an object from collection available in room and produce a series of drawings (memory, observation, wrong hand, continual line, etc. Feedback after each task and discussion on drawing tips and techniques.	Generally, for this task, by outcome, but opportunity to give simpler/more complicated objects to specific groups of pupils.	Paper, Pencils, objects.
1	Pencils and Tone Be able to shade carefully using pencil. Use a range of tone in our drawing. Understand that there are a range of pencils with specific uses.	Controlled use of media – neat and careful shading. A clear range of tonal values (light to dark). Be able to select the correct media for a task. Task: Discussion on different types of pencil (H, HB and B) and their uses. Tonal values grid showing a range of different shading. Task: Using Tone and shading resource sheet, students to produce a series of sketches demonstrating tonal values and observational drawing.	Challenge Targeted questioning. Support Prepared tonal grids and a resource sheets with a range of difficulty for tasks.	Paper, pencils, grids, exemplar examples.
1	Pencils and Tone – Continued. Be able to shade carefully using pencil. Use a range of tone in our drawing. Understand that there are a range of pencils with specific uses.	Controlled use of media – neat and careful shading. A clear range of tonal values (light to dark). Task: Observational drawing task using curled paper/ribbon – focus on observation skills and tonal values. Task: Tonal values using colours or coloured backgrounds – observational skills working on mid grounds or black paper (applying tone in reverse).	Generally, for this task, by outcome, but opportunity to give simpler/more complicated objects to specific groups of pupils.	Paper, pencils, exemplar examples.
1	Observational Drawing Assessment Practise Observational Drawing Show accuracy in our drawings Look at how you show tone and texture in drawings	Accurate shape and Form Good use of shading and attempt to make image look 3D. Attention to detail Task: Students to combine skills covered so far to create a sustained focus observational drawing.	For this task, by outcome – opportunity is to see what students are capable of unaided.	Paper, Pencils, objects.



Topic : Mark-Making

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
1	Basic Mark Making Intro Explore how to create a range of mark making Introduction of some key mark making techniques. Practise mark making skills. Imaginative Mark Making Think imaginatively about how we can use mark making in drawings. Make links between texture/detail and mark making.	Knowledge of some key mark making terms. Ability to reproduce some basic mark making techniques. Start making links between different surface qualities and mark making techniques. Task: Discussion of different mark making techniques (variety of hatchings, stippling, etc) – produce examples of different techniques. Production of a range of mark making examples to illustrate word meanings (wavy, ridges, dotted, etc).	Resource images range in difficulty. Challenge Specific targeted words for more able. Support Easier words, but opportunity to try more difficult ideas. Example sheets.	Paper, Pencils, examples.
1	Pattern Pyramids Explore how to create a range of mark making Think imaginatively about how we can use mark making in drawings. Create an imaginative piece using mark making and pattern.	A pyramid box produced decorated with pattern and mark making examples. Neat and accurate work. Some consideration of composition. Task: Using template, each side of the pyramid is divided into 3 sections and covered with contrasting pattern. Students encouraged to look at details and a range of patterns. Drawing can be done in pen over the top to make them stand out.	Resource images range in difficulty. Pre-prepared pyramid template.	Paper, Pencils, examples, templates, pens.
1	Van Gogh Drawing Develop confidence in discussing the work of artists. Think about how artists create mood with their work. Understand how artists use mark making to create detail in their work	Ability to discuss some aspects of a piece of artwork and make connections with the work. Use of key words and terms when discussing art. Ability to recognise formal elements of art. Task: Discussion of a Van Gogh drawing and the examples of mark making evident, and the drawing techniques used. Copy of a Van Gogh sketch.	Challenge Specific questioning to challenge students. Support Opportunity to use grid to help with drawing on some sheets for weaker students, key word list on worksheet.	Worksheet, pencils, pens.
1	Van Gogh mark making sketches - Assessment Explore using pen and ink media. Practise mark making skills Discuss the life and work of Van Gogh	Evidence of applying mark making in work. Accuracy in producing a copy of a Van Gogh sketch. Control in using media	Resource images range in difficulty.	Paper, Pencils, Van Gogh images, pen/ink.



Topic: Colour Theory

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
1	Introduction to colour theory Understand the basics of colour theory. Know how to mix colours. Practise painting skills	Knowledge of different colour groups and definitions. Ability to mix colours accurately and produce basic colour wheel. Control of media. Task: Explanation of colour theory basics Demonstration of colour wheel and completion of worksheet.	Challenge Targeted questions. Support Information sheets.	Worksheets, paint, brushes.
1	Mark Making and Colour Theory Tree Revise mark making and colour theory skills. Think about composition and balance in a piece.	Accurately drawn grid and tree. Interesting and successful use of mark making and pattern. Neatly blended colouring.	Challenge Encouragement for more accurate or imaginative composition. Support Preprepared grid/circle/tree.	Paper, pens, colouring pencils. Exemplar examples
1	Colour Theory Continued Further exploration of Colour theory and revise other colour groups including complimentary, tints and shades. Explore hexagram designs as a base for a more complex colour wheel. Further mastery of painting and mixing skills.	Neat and carefully produced work – consideration of accurate colour mixing and blending. Imaginative colour wheel design. Understanding of how to produce hexagram. Task: Using examples for inspiration, students to create a hexagram based colour wheel design in preparation for painting task.	Challenge Encouragement to look at examples with higher levels of complexity. Instructions for independent work. Support Simpler examples Part prepared hexagrams.	Paper, pencils, examples, paint, brushes.
1	Imaginative Colour Wheel - Assessment Further exploration of Colour theory and revise other colour groups including complimentary, tints and shades. Explore hexagram designs as a base for a more complex colour wheel. Further mastery of painting and mixing skills.	Neat and carefully produced work – consideration of accurate colour mixing and blending. Imaginative colour wheel design. Evidence of exploring colour groups for artistic effect. Task: Using examples for inspiration, students to create a hexagram based colour wheel design that demonstrates primary, secondary, tertiary and complementary colours (and tints and shades if possible).	Challenge Encouragement to look at examples with higher levels of complexity. Instructions for independent work. Encouragement to demonstrate a greater variety of colour groups. Support Simpler examples Part prepared hexagrams.	Paper, pencils, examples, paint, brushes.



Topic: Exploding Book

Rotation	Key concepts	Learning outcomes	Differentiation	Resource
2	Introduction to Exploding book topic and theme of pattern in art. Definition of pattern (repeated motifs in visual arts) and how it is used in a variety of works. Investigating a range of different techniques and media. Introduction to the work of Klimt and technique of collage.	Basic knowledge of Klimt's art and inspirations. Evidence of exploring the idea of decorative pattern through collage and drawing. Successfully produced example of collage inspired by Klimt in preparation for exploding book. Task – Create an image/images showing clear links with Klimt's decorative art and use of pattern through technique/subject matter.	Challenge Targeted questioning More complex designs. Support Structured worksheet – keyword lists.	Presentation, worksheets. Resource images Exemplar work
2	Investigating patterns and decoration in Aboriginal art Exploring creative paint techniques for background design. Closer investigation of designs and decorations Collection of ideas for own designs Practise creative design skills.	Basic knowledge of the origins of Aboriginal art Evidence of investigating a range of paint techniques. Successfully produced examples of Aboriginal designs showing control of media in preparation for exploding book. Task – Create an image/images showing clear links with aboriginal art through technique/subject matter.	Challenge Examples with differing levels of difficulty. Encouraged to create more challenging designs. Support Simpler designs to work from.	Paper, Pencils, Paints, resource sheets.
2	Investigating patterns and decoration in African art Exploring creative paint techniques for background design. Closer investigation of designs and decorations Collection of ideas for own designs Practise creative design skills.	Basic knowledge of the origins and uses of African patterns and motifs Evidence of investigating arrange of paint and print techniques. Successfully produced examples of African designs showing control of media in preparation for exploding book. Task – create a series of prints based on African designs using press-print blocks over different background experiments.	Challenge Examples with differing levels of difficulty. Encouraged to create more challenging designs. Support Simpler designs to work from.	Paper, Pencils, Paints, resource sheets.
2	Completion of designs and construction of Exploding book. Refining and completion of design examples. Demonstrate links to original design and theme of pattern in art. Develop skills using measurement and scale when constructing books.	Successful production of own exploding book with a creative design showing links to the artists and cultures investigated. Imaginative use of colour and pattern. Clear use of a range of techniques.	Challenge Encouragement to produce more complex and challenging design. Encouragement to be more creative with ideas. Support Simpler examples Basic outline shapes.	Paper, Pencils, scissors, glue, resource sheets.