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| ART | Year 7 – Long Term Plan | | | | |
| **Unit** | **Unit Intent** | **Feeds Forward to…** | **Content Coverage** | **Methods of Assessment** | **Reading List** |
| **Unit 1: Van Gogh, mark making, colour & Expressionism**  Exploring different ways of seeing the world.  Elements of the Art Curriculum:  **ACC**  **ACR**  **ACP**  **ACH** | 1. To develop students analysis of other artist’s work. 2. To introduce new media and techniques inspired by Van Gogh. 3. To look at how artwork can be expressive and passionate. 4. To look at the context of Mental Health in Art. 5. To study how colour, tone, line and mark-making can express emotions, experiences and ideas. | * Analysis skills * Annotation skills * Experimentation Skills * Reading Images * Create personal & meaningful work * Understand visual language * Representation & Equality * Open Minded   This unit introduces students to the idea of ‘The Artist as a Human Being’ – it is about being able to relate to artwork and understand the contextual elements behind them. This supports future exploration of artists. Media wise, students will look at the elements of art and how they can communicate ideas. This feeds forward to being able to create personal artworks through understanding the language needed to convey ideas and emotions. | Van Gogh’s life and work.  How context is important when trying to understand artwork.  How Mental Health can be represented in artwork and a discussion around acceptance, understanding and representation.  Exploring the techniques of mark-making, expression and colour layering.  Understanding Van Gogh as a human being with emotions and experiences. Using this to relate to his work and how expression can communicate beyond time, place and language. | **Drawing assessment**   * Skill   **Theme page**   * Skill * Knowledge * Effort   **Final Piece**   * Skill * Effort   **Knowledge of Van Gogh & Expressionism Test**   * Knowledge | Van Gogh and the Post-Impressionists for Kids  Van Gogh: Complete Works |
| **Unit 2: Frida Kahlo ~ Reading Images**  Exploring identity, culture & symbolism.  Elements of the Art Curriculum:  **ACC**  **ACD**  **ACH** | 1. To explore the work of an artist who represents a complicated and varied part of society. 2. To learn about how people live in other cultures. 3. Students to learn about expression and personal identity. 4. Students to learn how to identify symbols in artwork and be able to apply these concepts to their own work. 5. Students to explore how personal experiences can be conveyed in Art and how this can help the artist to deal with the experience, and others to feel that they are not alone. | * Analysis skills * Annotation skills * Idea Development * Personal Identity & Development * Reading Images * Create personal & meaningful artwork * Contextual Skills * Expression * Representation & Equality * Open Minded * Cultural Appreciation   Understanding how to read images, symbols and cultural differences is key to being able to access a huge range of artworks. This unit supports students being able to open their minds to alternate ways of being and living, and to be able to practice self-expression. This feeds forward to understanding the artwork of others and developing self-expression. | Frida Kahlo’s life and work, with a focus on illness, disability, gender, sexuality, relationships and culture.  Students will explore the context behind Kahlo’s work.  Symbolism, culture and identity will be main themes. Students will study Mexico and gender/cultural stereotypes.  Students to explore how Kahlo told stories through her work, and how she showed resilience, grit, honesty and humanity through her work. This knowledge is then to be used to encourage students to express their own internal lives through artwork. | **Drawing assessment**   * Skill   **Theme page**   * Skill * Knowledge * Effort   **Final Piece**   * Skill * Effort   **Knowledge of Frida Kahlo & Reading Images Test**   * Knowledge | **Frida Kahlo** (non-fiction books by V&A Introduces).  Frida Kahlo: The Artist in the Blue House  Portrait of an Artist: Frida Kahlo by Lucy Brownridge |
| **Unit 3: Dia de los Muertos ~ Cultural Differences**  Exploring the similarities & differences in world cultures.  Elements of the Art Curriculum:  **ACC**  **ACR**  **ACD**  **ACH** | 1. Students to explore the artwork of another culture. 2. To understand the similarities and differences in world cultures and their views on life and death. 3. To learn how to empathise with other points of view. 4. To understand the symbolism and history of another culture. 5. To be able to start to view themselves as citizens of the world, and to open minds and hearts to other cultures, peoples, beliefs and understandings. 6. To explore personal views of life and death, and look at how beliefs are developed through societal and familial links. | * Idea Development * Contextual Skills * Expression * Representation & Equality * Open Minded * Cultural Appreciation   This unit is important in building appreciation, understanding and knowledge as a global citizen. This feeds forward to all future units, in helping students to understand that ‘British’ is not the only view of the world, and that you need to be open to all cultures views, traditions and beliefs to be able to appreciate and participate in the world. This knowledge helps students to develop their cultural understanding, personal growth and development, personal identity and supports contextual understanding of different ways of communicating in Art works. | To explore Dia de los Muertos, focussing on the similarities and differences between British and Mexican views on life and death.  Students will look at religion, ceremony, belief and tradition alongside design, objects and the role of colour.  Students to challenge their own ideas of life and death, and use Art to help them express their views on this. | **Drawing assessment**   * Skill   **Theme page**   * Skill * Knowledge * Effort   **Final Piece**   * Skill * Effort   **Knowledge of Dia de los Muertos Test**   * Knowledge | **Labyrinth Lost** (YA fiction novel by Zoraida Córdova)  **Aristotle and Dante Discover the Secrets of the Universe** (YA fiction novel by [Benjamin Alire Saenz](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Benjamin+Alire+Saenz&text=Benjamin+Alire+Saenz&sort=relevancerank&search-alias=books-uk))  **Day of the Dead Website**  <https://dayofthedead.holiday/>  **The Book of Life** (film by producer Guillermo del Toro and director Jorge Gutierrez) |
| **Each lesson will be started with a key word linking to the lesson plan, mid and long-term plan. This will promote knowledge and understanding and use a subject vocabulary.** | | | | | |