



SUBJECT: ART

YEAR GROUP	Year 7		
Rationale	Students explore, experiment and develop the skills needed to understand the visual world around them. It is our intention that students do this without fear of failure. Units are varied and based around key media or concepts that we believe the students need in order to develop their ability to express themselves through visual language. We also encourage students to review relevant artists in order to help them to be able to question, critique, describe and subvert their world. Only Art can do this honestly.		
	<i>Pupils will rotate through the media in different orders based on their teacher.</i>		
	Autumn Term	Spring Term	Summer Term
Media/Concept	Clay	Drawing and the formal elements	Colour Application
	Projects will vary but will be based around themes such as:-		
	▪ Storytelling ▪ Myths and Monsters ▪ Celebration and religion ▪ Food	▪ Sea life ▪ Art Passports ▪ Birds ▪ Insects	▪ Portraits ▪ Journals and diaries ▪ World Cultures ▪ Wildlife
Knowledge	Understand how to work with clay and the importance of good working practice and maintaining moisture and avoiding trapping air pockets in the clay. Appreciate the importance of wrapping or storing their work carefully. Know how the clay drying process is essential prior to firing (cooking) to avoid any damage during the firing cycle. Know how to reflect on the success of their work in the project plenary format.	Understand what the formal elements of art are (Line, shape, form, tone, texture, pattern, colour and composition). Understand what the colour wheel is and how colour can be arranged and combined to make effective combinations. Understand how texture can add detail to a drawing that can improve its realism. Consider how composition and arrangement can influence the appeal of images and patterns. Know how to reflect on the success of their work in the project plenary format.	Learn about the design and development process. Understand correct proportions, especially those of the face. Understand how artwork can take numerous forms. Learn how other artists or cultures can influence their own work. Understand how to mix paints effectively. Know how to reflect on the success of their work in the project plenary format.
Skills	Develop clay modelling skills Learn how to combine sections of clay by scoring and slipping. Develop the ability to use the pinching method to create a pinch pot. Be able to add texture and adjust the shape of their pot or additional details in order to realise their artistic vision.	Develop their ability to observe objects and record them with pencil. Develop their ability to use pencils and coloured pencils to show tone and tonal gradation.	Develop their ability to use the paints creatively Learn how to layer colour. Learn how to blend colours or keep them separate based on how dry or wet the paint is at the time of application.
Assessments	The design work that lead to the clay vessel will be assessed based on the student's use of line and tonal shading as well the accuracy of their details. Students will be assessed based on the quality of their clay construction, the creativity and accuracy of their shape and details and how closely it matches their original design. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project	The project will be assessed against two criteria. Firstly the students ability to understand the formal elements and demonstrate use of them in abstract or small scale drawings. Secondly the student will then be measured on their ability to use these elements to improve the quality of their observational drawing. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.	The ability to combine ideas in order to create an original drawing/design. The final image will be assessed on: The student's controlled use of paint. The choice of relevant colours/ their ability to match colours effectively based on understanding of the colour wheel. Their ability to apply the knowledge of correct proportions to the final image. Use the knowledge gained from the project plenary and the hwk review to inform their ability to self-level and in turn to inform their next project.



Summative Assessments	Summative assessments will take place at the end of each project in line with the criteria stated above. This will also happen for the homework projects. High stakes testing in the form of the two yearly assessment points will take the following forms: AP1: The first assessment will be comprised of a multiple-choice "Key word" test and a summative assessment of their current project. The test will be on the most relevant key words for the year. Students will be given a list of the key words to revise for the test. AP2: The second assessment will be comprised of a multiple-choice "Artist Study" test and a summative assessment of a drawing exam. The test will be based on a relevant artist that students will have to study in advance of the assessment, before answering questions on their life and their art. The drawing exam will have an observational drawing component and a creative interpretation element.		
Formative Assessments	Formative assessments will happen continually and will be visible in most lessons. Below are some of the examples of formative assessment that are used in the department: Verbal feedback Personal demonstrations Peer feedback Self-assessment Written teacher feedback Tick and a Target (Star and a wish) Individual tutorial support		
Homework	Artist and information research, including printed images in some projects. Completion of class-based tasks/drawings where appropriate.	Artist based personal study project. This project lasts a term and has six stages: 1. Research artist and print/draw images of their work as well as give opinions. 2. Detailed tonally coloured copy of the artist's work. 3. Research images of a student selected theme. 4. Create a new image that combines the student theme with the work of the artist. 5. Creatively assemble all work onto a poster, booklet or other format. 6. Personalise poster or booklet with sketches or decorative elements linked to the theme or artist. This ties to the four GCSE assessment objectives and mirrors the structure of the GCSE Sketchbooks.	Artist based personal study project. This project lasts a term and has six stages: 1. Research artist and print/draw images of their work as well as give opinions. 2. Detailed tonally coloured copy of the artist's work. 3. Research images of a student selected theme. 4. Create a new image that combines the student theme with the work of the artist. 5. Creatively assemble all work onto a poster, booklet or other format. 6. Personalise poster or booklet with sketches or decorative elements linked to the theme or artist. This ties to the four GCSE assessment objectives and mirrors the structure of the GCSE Sketchbooks.