

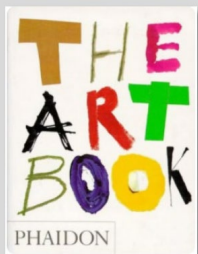


The English Martyrs Catholic School and Sixth Form College

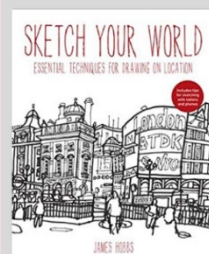
<u>Art Year 7</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	Students will explore drawing for different purposes . They will experiment with diverse and varied media through drawing and painting . Work will look to deepen knowledge and understanding of the formal elements via varied mark making approaches.	To explore the culture of Aboriginal Art . Students will research Aboriginal artists, experiment with appropriate artistic techniques and produce own Aboriginal outcomes.	Students will explore the art movement of POP Art . Students will deepen their knowledge, skills and understanding how this particular movement was founded, who it involved and its influence in todays society.
<u>Knowledge</u>	<ul style="list-style-type: none"> To be able to identify the formal elements. To identify primary, secondary and tertiary colours. To understand how mark making can enhance personal art work. Explore the work of Vincent Van Gogh, Georgia O'Keefe 	<ul style="list-style-type: none"> To understand the role of symbols and storytelling in Aboriginal Art. To be able to decipher and tell own story using Aboriginal dreamtime symbols. To understand and apply specific Aboriginal art colour palettes. To explore the work of past and present Aboriginal artists and craft people. Explore the work of Edward Biltner, June Peters, Rudolph Carl Gorman 	<ul style="list-style-type: none"> To understand where POP Art originated from and how it is used today. How POP Art got its name. Explore the work of featured Pop artists Andy Warhol and Roy Litchenstein. How repeat pattern is used in Pop art. Understand how POP Art uses colour.
<u>Skills</u>	Students explore all formal elements within art and design identifying how they contribute to different artistic outcomes.	Students create Aboriginal art work responding to analysis and evaluation of past and present artists and crafts people.	Students build on drawing influence from the POP Art movement to make personal and justified artistic responses.
<u>Literacy Links</u>	<p>Reading – Students use sources and detailed information about artists</p> <p>Writing – Students self-assess, peer assess and recap knowledge in written forms</p> <p>Oracy – Students will discuss key features, artists, artwork, thoughts and opinions</p>	<p>Reading – Students engage in various primary and secondary sources.</p> <p>Writing – Students self-assess, peer assess and recap knowledge in written forms</p> <p>Oracy – Students will discuss key features, artists, artwork, thoughts and opinions</p>	<p>Reading – Students engage in various primary and secondary sources.</p> <p>Writing – Students self-assess, peer assess and recap knowledge in written forms</p> <p>Oracy – Students will discuss key features, artists, artwork, thoughts and opinions</p>
<u>Essential Vocabulary</u>	Formal elements, mark making, tone, pattern, detail, form, colour, line, scale, shape, proportion,	Aboriginal Art, Indigenous, Australian, Dream time, Storytelling, Symbols	POP Art, Andy Warhol, Roy Lichtenstein, Benday dots, comics, everyday objects, Repeat pattern

Disciplinary Reading

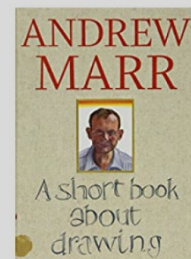
Reading for Pleasure



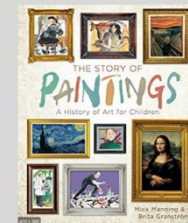
The Art Book Phaidon



Sketch your World



A Short Book About Drawing



The Story of Paintings a History of Art for Children

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