

Art Year 7 Long Term Plan 2021-22

KS3 Year 7 Art Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
<p>Autumn 1 <i>Year 7 and 8 – 2 art lessons per week</i> <i>Year 9 – 3 art lessons per week.</i> <i>At Year 9, we gradually introduce the GCSE programmes of study (differentiated according to ability and need) to ensure there is sufficient time to complete the Portfolio of Work leading to the Externally set assignment at KS4. The KS3 National Curriculum/Programmes of Study are incorporated into the teaching and learning.</i></p>	<p>Year 7 The Aztecs – Art and Culture <u>Pupils will know</u> Who the Aztecs were and what time period they existed. What pictographs are and the Aztec alphabet. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> Solving hidden messages. Aztec initial design – sketchbook cover layout and composition. <p>How the Aztecs developed, what they invented, created and what links they have with modern design and products today. How the Aztecs influenced modern life in Mexico and around the world. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> Drawing hats/caps <i>arthur</i>. Developing the Aztec key design elements, repetitive pattern, shape and colour. Aztec paper plate weaving. <p>Who they worshipped and about their spiritual beliefs. What sun calendars were and why they sacrificed people. Why and how the Aztecs died out, what caused this and what happened to their art and artefacts.</p> <ul style="list-style-type: none"> Designing an Aztec God. 	<p>Aztecs Pictographs Sacrifice Ritual Tradition Symmetry Contrast Composition Monoprinting Explore Analyse Stippling Hatching Crosshatching Tonal Value Weaving Mixed media Bruscho inks</p>	<p>Understanding visual characteristics of different art forms and links to Cultural and spiritual artwork. Refinement of presentation Making art for different purposes and symbolism Continued sketchbook exploration and surface/background design Continued self-exploration, self-correction and self-assessment for personal development and progression Investigation and understanding of materials and media.</p>	<p>Numeracy/maths - Understand composition, layout, proportion, construction lines. Show knowledge of shape, form and scale. Accurate measuring and awareness of space. Use of grids for drawing techniques.</p> <p>Literacy/English – Written and verbal responses to visual stimuli and information including comprehensions, cloze activities and analysis work.</p> <p>History – Links to the History of the Aztecs, Mesoamerica and Modern Mexican developments.</p> <p>Geography – Links to Mexico and Central America</p>

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	<ul style="list-style-type: none"> Designing a Sun Stone God face, developing tonal value techniques and printing processes – Mono printing techniques. <p>What the Day of the Dead is and why it is celebrated in Mexico. How this links to other Mesoamerican cultures. What calavera skulls are and their significance to Mexican culture.</p> <ul style="list-style-type: none"> Symmetry drawing, brusho ink blending techniques. Mixed media. 			
Autumn 2	<p>Year 7 Japanese Art and Culture <u>Pupils will know</u> Knowledge about the history of Japan, art and culture. About the natural landscape and art linked to this. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> Research and keyword tasks, creating an aged Japanese map Using drawing grids on Japanese landscape imagery. Observational skills. Monochromatic painting techniques. <p>What Japanese culture is like past and present. What customs, rituals and beliefs form part of the culture and how this has influenced Japanese art and imagery. What the Japanese flag symbolises and understand about the varying stylistic</p>	Grid drawing Landscapes Perspective Observation Aged/vintage Resist Zentangle Culture Calligraphy Refine Develop Symbolism Contemporary Monochromatic Observation Positive Negative Silhouette	Wider understanding of different art types/forms for different purposes. Developing understanding on varying cultures and beliefs and how this helps to shape visual art around the world. Further development on visual characteristic and quality exploration, analysis and understanding. Refinement on media and material use.	ICT – Digital photography and digital formatting – visual effects. Research and word processing. R.E – Links to varying Religious and spiritual beliefs in Japan. History/Geography – Historical links about Japan and geographical areas, landscapes and urban areas.

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	<p>versions. What Calligraphy is and how it was formed.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> • Japanese flag contemporary design – symbolism/zentangle design. • Japanese symbols and calligraphy. Brushstroke techniques using ink. • Japanese research – map design, aging techniques, colour blending. <p>What Buddhism and Shinto are and how religious icons and symbols are represented. About dot art, silhouettes and positive and negative space.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> • Buddha dot art – cotton bud and stick painting onto silhouettes. <p>How technology has evolved in Japan and Japan’s influence on the modern world.</p> <ul style="list-style-type: none"> • Robot design. <p>Who Takashi Murakami is and how he has influenced contemporary art.</p> <ul style="list-style-type: none"> • Panda contemporary design – pattern, colour and decorative detail. 			
Spring 1	<p>Year 7 Surrealism</p> <p><u>Pupils will know</u></p> <p>What the art movement Surrealism is and when it occurred in art history. What themes and issues the Surrealists explored.</p>	<p>Surrealism Juxtaposition Collage Medium Realistic Subconscious</p>	<p>Wider understanding of different art types/forms for different purposes. Developing understanding of art timeline and evolution. Exploration of Western</p>	<p>Literacy/English – Links to surreal writings, poetry and creative writing games. Analysis of images and processes.</p>

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	<p>How the Surrealists developed their style and who they were influenced by. What juxtaposition is and 'thinking outside of the box.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> • Surreal building design – exploration of form, contour shapes and juxtaposition of imagery. • Thinking outside of the box creative line drawing • Surreal hand design – developing into Modroc relief hands. <p>What surreal games they played to inspire their work. What exquisite corpse is and how it was played.</p> <ul style="list-style-type: none"> • Exquisite corpse literacy game • Exquisite corpse drawing game. <p>Who Dali was and how he influenced the art world. How psychoanalysis, dream analysis and the subconscious influence Surrealism. What Dali is famous for, what his background was and how he worked in different art mediums. What other Surreal artists were part of the movement.</p> <ul style="list-style-type: none"> • Designing Surreal clocks – chicken wire and Papier Mache construction. 	<p>Fantastical Distortion Literature Exquisite corpse Figurative Form Construction Geometric Organic Abstract Imagery Metamorphosis 3 Dimensional</p>	<p>and Eastern artwork, differences in culture, beliefs and processes.</p>	<p>Science – Links to psychotherapy and how the brain works, subconscious analysis.</p> <p><i>MH 3.1 Know how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</i></p> <p>Investigating Surrealistic imagery using emotive language.</p>
<p>Spring 2</p>	<p>Year 7 Pop Art <u>Pupils will know</u></p>	<p>Popular Consumerism Mass production</p>	<p>Refinement of the Visual and formal elements – continued sketchbook exploration,</p>	<p>ICT – digital photography and formatting using artistic effects. Poster design and research.</p>

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	<p>What the art movement Pop art is and when it occurred in art History. How the movement linked to modern art and contemporary culture. What the pop artists explored and how they represented popular imagery and everyday objects. What consumerism is and how adverts were a source of inspiration, understanding repetition. About Andy Warhol and celebrity culture. Roy Lichtenstein, comic imagery and benday dot art. Portrait drawing techniques and processes.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> • Pop art research and famous face exploration. • Portrait and face construction line drawing. • Benday dot printing techniques. • 3D Head design. <p>Who Romero Britto was and how he developed his commercial art.</p> <ul style="list-style-type: none"> • Sonic drawing and fracturing. • Pattern detail, colour acrylic blending and layering. <p><u>Possible activities include:</u></p> <p>Who Keith Haring was and his use of figurative art and stick figures. Who he was influenced by, how he contributed to the pop art movement and how his work developed.</p>	<p>Modern Contemporary Everyday Commercial Composition Contrast Culture Media Observational Repetition Space Line Shape Negative Positive Hue Onomatopoeia Manipulate Format Editing Construction 3 Dimensional</p>	<p>presentation and composition. Continued exploration of different art styles and techniques.</p> <p>Continued understanding on how art has evolved and shaped over time. How modern art has helped to shape today's art and creative industries.</p>	<p>Powerpoint presentations. Onomatopoeia explosion art.</p> <p><i>Self-awareness</i> <i>C3.1 describe yourself, your strengths and preferences</i> Self-exploration on personal likes and dislikes, personality traits and what popular imagery is important.</p>

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	<ul style="list-style-type: none"> Figure drawing, Primary and Secondary colour mixing. Card construction figures. 			
<p>Summer 1</p>	<p>Year 7 Perspective and Viewpoints <u>Pupils will know</u> What a viewpoint is and how artists have explored different viewpoints. How can the position of a subject can affect the viewer. The differences between viewpoints and perspective. What bird's eye, level and worm's eye views are and normal, low and high viewpoints. <u>Possible activities include:</u></p> <ul style="list-style-type: none"> Guess the object, which viewpoint activity. Drawing contour shapes from different viewpoints. Researching unusual viewpoint art. Adding tonal value and depth. <p>What foreshortening is and how to draw from a worm's eye view.</p> <ul style="list-style-type: none"> Drawing techniques to create a jumping/shocked figure image. Background design. <p>About the technical elements of the film <i>Honey I shrunk the kids</i> and respond visually and verbally to the cinematography used to represent varying viewpoints.</p> <ul style="list-style-type: none"> Drawing and responding to moving imagery. 	Perspective Viewpoint Birds eye Worm's eye Level Viewfinder Contemporary Positive Negative Space Tonal value Observational Still Life Inanimate Representational Object Refine Shading Blending Rendering	Continued exploration of mark-making, creating artwork for different purposes. Progression in drawing activities, use of observational skills, developing resilience and building confidence in self analysis and refining work. Links to presentation of work, composition and layout of work. Continued practise in techniques and processes, development in personal responses and exploration of own artistic styles and ways of working.	Numeracy/maths - Understand composition, layout, proportion, perspective. Show knowledge of shape, form and scale. Accurate measuring and awareness of space. Positive and negative space. Use of rulers. Literacy/English – Written and verbal responses to visual stimuli and information including comprehensions and creative writing.

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	<ul style="list-style-type: none"> • Drawing from visual stills – acetate tracing. • Using viewfinders to frame areas of interest and unusual viewpoints. <p><u>Possible activities include:</u> Understand about linear, one point and two-point perspective landscapes. How can this be expanded to 3, 4- and 5-point perspective. Understand about horizon lines and vanishing points. About foreground, middle ground and background landscape structures.</p> <ul style="list-style-type: none"> • Perspective drawing, 3D shapes, vanishing points. Architecture and building drawing. <p>How to use the style of others to refine and develop work. (Frank Stella, Vanitas, Matisse, Giorgio Marandi), Lisa Milroy).</p> <ul style="list-style-type: none"> • Positive and negative space collage techniques. • Cut out relief sculpture. 			
Summer 2	<p>Year 7 Great British artists – Andy Goldsworthy <u>Pupils will know</u> Who Andy Goldsworthy is, his background and what inspired him. How did he contribute to British art what did he achieve. What environmental and land art is and how Goldsworthy created natural installations. About form and use of space.</p>	Urban Industrial Landscapes Stylised Foreground Middle ground Background Horizon Architecture	Continued exploration of different art forms and styles, how art has evolved and can link with environmental issues. Refining observational skills and exploration of visual elements, composition of forms and appreciation of viewpoints and using nature as a reference.	History – British art history Geography and Science – Environmental issues ICT pebble stack designs. Outdoor education – Land art, exploring the local area, collection of natural found objects.

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	<p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> ICT landscape and pebble composition using PowerPoint tools and editing. <p>How the passing of time in nature is represented by Goldsworthy and how he created atmosphere. How his work links to humanity, nature and environmental issues. About other artists who represent landscapes and environmental art.</p> <p><u>Possible activities include:</u></p> <ul style="list-style-type: none"> Leaf collage, frottage and leaf pointillism. Outdoor foraging – photographing own found object sculptural installations. Seasonal tree painting. Self-assessment 	<p>Atmospheric Perspective Form Tonal Value Scale Space Line Shape Rendering Tints Tones Shades Monoprinting</p>		<p><i>Self-determination</i> <i>C3.2 be able to focus on the positive aspects of your wellbeing, progress and achievement</i> Self-reflection and assessment – end of year progress.</p> <p><i>MH 3.4 Develop strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</i> <i>Further exploration of humanity, what it means to be human, flaws and building confidence and resilience. Linking this with Goldsworthy's passion on humanity and the environment.</i></p>