

# Year 7 Curriculum - 2022-23

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	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<b>Formal Elements:</b> Weekly focus. Introduction to Formal Elements in Art: Drawing skills. Drawing 3D shapes/ Use of Tone/ Line and Pattern/ Unique outcome inspired by the Paisley Print.	<b>Formal Elements:</b> Weekly focus. Introduction to Formal Elements in Art: Drawing skills. Texture using Mark Making techniques/Still Life using the Formal Elements/Personal Response using the Formal Elements.	<b>Tom Shamp:</b> Graphics Project based on the artist Tom Shamp looking at creative typography.  Contextual Sources / Presentation of sketchbook work and research / Colour Theory/ Drawing/ Variety of Media (Paint, Pen, Pencil) / Coloured Pencil Blending Skills / Proportion/ Composition Plans/ Personal Outcome.	<b>Dubuffet:</b> Abstract 3D project based on the work of Dubuffet.  Contextual Sources Research / Presentation of sketchbook work and research pages / Continuous line / Composition plans / Variety of Media (Markers) / 3D Outcome	<b>All Things Natural:</b> Project based on the Artist Georgia O'Keefe  Contextual Sources Research / Presentation of sketchbook work and research pages / Colour theory extended / Watercolour and block paint use / Observational Drawing	<b>All Things Natural:</b> Watercolour Observational Drawing  Composition Plans/ Personal Response
Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.						
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to use a range of techniques and media, including painting</li> <li>• to increase their proficiency in the handling of different materials</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>• about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>					
Assessment	<b>Formal Elements:</b> Pupils complete a base line Drawing assessment.  Students focus on a different formal element task every few weeks.  Sketchbook pages showing skills related to formal elements in drawing.	<b>Formal Elements:</b> Pupils complete a series of sketchbook pages: Exploring various medias / evaluating and annotating their own work and work of others / Creating their own unique outcomes.  Ability to demonstrate Texture using Mark Making techniques/ create an accurate mix media outcome demonstrating a	<b>Tom Shamp (Graphics):</b> Pupils complete a series of sketchbook pages:  Contextual Sources / Presentation of sketchbook work and research / Colour Theory knowledge/ Drawing ability / Ability to handle a Variety of Media (Paint, Pen, Pencil) / Coloured Pencil Blending Skills /	<b>Dubuffet (3D):</b> Pupils complete a series of sketchbook pages:  Contextual Sources Research / Presentation of sketchbook work and research pages / Continuous line / Composition plans / Variety of Media (Markers) / 3D Outcome and Evaluation of work	<b>O'Keefe (Painting):</b> Pupils complete a series of sketchbook pages:  Contextual Sources Research / Presentation of sketchbook work and research pages / Colour theory knowledge visually and through annotation / Ability to handle Watercolour and block paints / skill	<b>O'Keefe (Painting):</b> Pupils complete a series of sketchbook pages:  Composition Plans/ Annotation and evaluation / Personal Response to 'All things Natural' influenced by O'Keefe.

		variety of media and knowledge of the formal elements.	Proportion/ Composition Plans/ Personal Outcome.		level of observational Drawing	
Why this?	<p>Formal elements underpin the whole of the Art and Design curriculum.</p> <p>The students explore each formal element within this scheme of learning.</p> <p>Observational Drawing is a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum. Developing and refining drawing skills is important through the observational study of objects and forms.</p> <p>Drawing skills support all aspects of the pupil's development through all Key Stages.</p>	<p>Formal Elements:</p> <p>Exploring a variety of media stretches and challenges the students to be able to create observational drawings with any media of choice.</p> <p>Tom Shamp (Graphics):</p> <p>Contextual Study underpins all aspects of the Art and Design curriculum. The students look Graphic designers work Tom Shamp, this is the students first introduction to an artist and gives the students a glimpse of what GCSE Graphic Communication work looks like.</p> <p>The students start to develop the understanding of the work of artists and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and create a personal and unique response.</p> <p>Whilst learning about the work of artists they are building upon their prior learning and being introduced gradually to new medias. Learning and consolidating their prior knowledge of various medias and colour theory will allow them to create successful outcomes.</p> <p>The students touch upon the importance of different cultures within a homework task. The students develop the understanding of the work of other cultures both past and present and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture.</p>		<p>Debuffet (3D):</p> <p>Contextual Study underpins all aspects of the Art and Design curriculum. The students look at the work of Debuffet to introduce them to different techniques and medias in order to produce a 3D response.</p> <p>O'Keefe (Painting):</p> <p>Students build upon their prior knowledge of colour theory when using block paints and watercolour palettes. They use their prior knowledge of mark making techniques and making their work look 3D and realistic through their knowledge of the formal elements.</p> <p>They create thumbnail and composition plans to draw to record ideas to develop thought processes. This allows them to become critical, evaluative and reflective learners. This is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum.</p> <p>Developing and refining drawing skills is important through the observational study of natural objects and forms.</p> <p>Understanding of basic colour theory and the application of painting techniques forms the basis for future projects and further art study.</p>	<p>O'Keefe (Painting):</p> <p>Contextual Study continues to underpin all aspects of the Art and Design curriculum. Continuing to develop the understanding of the work of Artists and responding through their own practice in different ways allows the pupils to develop their own skills in relation to the wider world of art. The students respond to the work of the artist by creating their own painting in their style.</p> <p>Learning and consolidating their prior knowledge of various medias allow them to successfully create successful outcomes.</p> <p>They learn to evaluate their work.</p>	
Why now?	<p>Fundamentals of the KS3 course. Baseline work to help identify pupil's capabilities and understating of the formal elements of art.</p>	<p>The students have learnt the fundamentals of the formal elements which they can use to create outcomes in response to the work of artists whilst applying their knowledge of colour theory in response to artists work. Developing basic colour theory and understanding will support future assignments.</p> <p>Engagement through the work of other artists. Pupil's to begin to recognise the importance of understanding the work of others, in relation to their own practice.</p> <p>Expanding and developing observational drawing skills</p>		<p>Pupil's to begin to recognise the importance of understanding the work of the wider art world beyond drawing and begin to see it in a more abstract form through 3D sculpture.</p> <p>Designing and exploring ideas from their own thoughts is a crucial stage of their development as young artists. Encouraging pupils to work with more abstract thought processes leads to greater creative outcomes.</p>	<p>Engagement through the work of other Artists. Pupil's continuing to recognise the importance of understanding the work of other artists.</p> <p>Experimentation through paint is one of the most challenging medias which needs the fundamentals of drawing and mark making and handling of</p>	

		<p>at an early stage in the course will support all assignments. They see how art is formed in the real world within books and graphic illustrations.</p> <p>Encouraging students to look into other cultures and artists to inspire their outcomes ensure they produce a unique response which is a fundamental aspect of the GCSE course.</p>		other medias to support it.
Skills & Characteristics	<p>Pupils will build on previous knowledge and skills from KS2 through:</p> <ul style="list-style-type: none"> <li>• Understanding of Formal elements in art.</li> <li>• Basic Drawing skills. Tonal, Line, Pattern, Colour Theory.</li> <li>• Base line testing of skills.</li> <li>• Formations of keeping an art sketchbook-journal.</li> </ul>	<p>Formal Elements and Tom Shamp:</p> <p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>• Understanding of Formal elements in art.</li> <li>• Developing drawing and observation skills using drawing mediums such as still life.</li> <li>• Basic Drawing skills: How to use mark making skills to provide Texture/ how to create 3D objects using tone / how to create pattern.</li> <li>• Developing the use of a sketchbook /journal to record the process of an art project.</li> <li>• Painting techniques: colour mixing / blending and application techniques.</li> <li>• Contextual understanding: Written and verbal responses (Graphics project)</li> <li>• Developing work in relation to the work of an artist or art movement. (Graphics project)</li> </ul>	<p><i>Dubuffet and O'Keefe</i></p> <p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>• Developing creative drawing and 3D responses by experimenting with different medias.</li> <li>• Engaging further with colour theory and applying this knowledge to their work or own designs.</li> <li>• Developing work in relation to the work of other artists.</li> <li>• Developing the use of a sketchbook /journal to record the process of an art project.</li> </ul>	<p>O'Keefe</p> <p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> <li>• Designing and refining their own work to build a unique response which is personal to them.</li> <li>• Use of annotation to record their ideas and evaluate their work.</li> <li>• Building and reflecting upon previous tasks to ensure a successful outcome.</li> </ul>
Aspirations & Careers	<p><b>CEIAG</b>  Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p> <ul style="list-style-type: none"> <li>• Illustrated lettering project engages discussion about careers in graphic design. Project linked to book illustration.</li> <li>• Dubuffet project opens -up discussion about careers in art therapy/Fine art / 3D design.</li> </ul> <p>Health and safety within a practical environment. Sharing and using equipment.</p> <p><b>Cultural Capital</b></p> <p>Contextual understanding underpins all future study in any Art and Design related discipline at GCSE / A level and Higher Education. It allows the pupils to develop and nurture a wider and deeper understanding of artistic and other cultural elements in both contemporary and historical contexts. The key practical skills developed begin to form the basics of all future study in any Art and Design related discipline at GCSE / A level and Higher Education.</p> <p><b>Extracurricular</b>  After school sessions in the art department.  Lunchtime activities in Art department.</p>			

**Summative Assessment:** Students are marked holistically with work mirroring the AQA assessment objectives which are watered down to make 4 categories of bronze, silver, gold and medal.

**Year 7:** End Points

- Low ability group identified as 'bronze' on the success criteria of tasks within lessons will be able to plan their composition of their outcomes using a viewfinder creating at least two composition plans prior to their final outcome which will show some similarities to the work of the artist(s) studied. When exploring different medias, they will show basic ability and skill. They should be able to present their work in their sketchbook with care and demonstrate a developing ability to annotate and self-evaluate their work.
- Middle ability group identified as 'silver' on the success criteria of tasks within lessons will be able to plan their composition of their outcome using a viewfinder carefully, creating at least two composition plans prior to their final outcome. Their final outcome will be imaginative and show similarities to the work of the artist(s) studied. When exploring different medias, they will show ability and skill, for example when using colouring pencils they will avoid 'flat' colouring in. They should be able to present their work in their sketchbook with care and demonstrate a developing ability to annotate and self-evaluate their work. When using watercolour they will be able to layer and blend. They should be able to present their work in their sketchbook with thoughtfulness and demonstrate an ability to annotate and self-evaluate their work.
- High ability group identified as 'gold' on the success criteria of task within lesson will be able to plan their composition for their final outcome with great care using a viewfinder creating at least 3 composition plans. Their final outcome will be a bold which has many similarities to the work of the artist(s) studied. They will show a high level of skill when using a variety of medias with the ability to refine their work to great success. They will be able to present all of their work in your sketchbook showing a flair for layout and demonstrating a sound ability to annotate and self-evaluate.
- Exceeding high ability demonstrated as 'medal' on the success criteria of tasks within lessons will show all of the requirements of a 'gold' student plus showing an exceptional skill level and evidence of 'Go Further' tasks been shown throughout their sketchbook.

