

Year 7 Art Curriculum Rationale

Students start by completing a baseline assessment observational drawing task, to ascertain their level of skill and understanding (this task will be re-visited before each Census Point to demonstrate progress). Students will study 5 of the 8 Formal Elements in Art then complete a mini project. The first 5 Formal Elements have been chosen as they form the basis of Art knowledge. Students will improve their skills and knowledge using a variety of media and techniques whilst building an understanding of contextual references for each Formal Element. Students will learn how the Formal Elements can be used in conjunction with each other to create art works. Each term, students will learn a new Formal Element, in a sequence designed to maximise student understanding and retention of knowledge. In the last term, students will further explore the learnt Formal Elements through gaining an understanding of Aboriginal Art.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
BASLINE OBSERVATIONAL ASSESSMENT TASK 2nd lesson COLOUR (Term 1)	Students demonstrate existing skill level. 1. Colour Theory. 2. Colour Wheel. 3. Uses of Colour in Art. 4. Understanding how/why different artists use Colour.	Understanding of student entry level. Introduces students to colour theory and principles. Colour Wheel. Tints, tones and shades. Mixing and blending. Monochrome.	Baseline observational drawing task with department standardization. Explicit reference to HPL. Peer/self-assessment. Verbal feedback. Light touch. Live marking. Department electronic marksheet for	Literacy – Focused Artist Analysis sheet. Key topic subject specific vocabulary. Student reflection sheets. Numeracy - % of colour mixing.	All or most ACP and VAA's are developed in each unit. Individual teachers to direct HPL focus.	Key Stage 3 after school/lunch time Art Club throughout year. Opportunity for trip to National Portrait and National Gallery in London (date TBC each year) Community projects and Art competitions (throughout year)

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		Understanding and responding to artist's work.	quality and behaviour. Student reflection sheet. End of unit assessment sheet.	FBV & PSHE- Community based project work (at various points during the academic year) and art trip (date to be confirmed each September)		Homework: Title page on 5 Formal Elements. Mind Map. Colour theory and colour wheel. Artist research and practical responses.
<p>LINE (Term 2)</p> <p>OBSERVATIONAL ASSESSMENT TASK</p>	<p>1. Understanding use of Line in Art.</p> <p>2. Mark making techniques.</p> <p>3. Formal and expressive use of Line.</p> <p>4. Understanding how/why different artists use Line.</p>	<p>Introduces students to Line in Art.</p> <p>Gaining an understanding of mark making in Art.</p> <p>Perspective.</p> <p>Expressive uses of Line in Art e.g. drawing to music.</p>	<p>Explicit reference to HPL.</p> <p>Peer/self-assessment.</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Department electronic marksheet for</p>	<p>Literacy - Contextual research sheet.</p> <p>Analysis of artist research.</p> <p>Key topic subject specific vocabulary.</p> <p>Student reflection sheets.</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Individual teachers to direct HPL focus.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year.</p> <p>Community projects and Art competitions (throughout year)</p> <p>Homework:</p>

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		<p>Understanding and responding to artist's work.</p>	<p>quality and behaviour. Student reflection sheet. End of unit assessment sheet.</p>			<p>Photography – finding lines in surroundings. Artist research and practical responses.</p>
<p>SHAPE (Term 3)</p>	<p>1. How Line is used to create Shape. 2. Understanding geometric and organic Shape. 3. Uses of Shape in Art context.</p>	<p>Understanding of how one Formal Element leads into another. Introduce students to Shape in Art. Observational drawing of natural forms. Collage and natural forms. Developing composition based on geometric shapes taken from homework.</p>	<p>Explicit reference to HPL. Peer/self-assessment. Verbal feedback. Light touch. Live marking. Department electronic marksheet for quality and behaviour. Student reflection sheet.</p>	<p>Literacy - Contextual research sheet. Analysis of artist research. Key topic subject specific vocabulary. Student reflection sheets. Numeracy- Use of measurement in Cubism and geometric shapes.</p>	<p>All or most ACP and VAA's are developed in each unit. Individual teachers to direct HPL focus.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year. Community projects and Art competitions (throughout year) Homework: Photography – 10 geometric shapes from kitchen. Artist research and practical responses. Cubism.</p>

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		Cubism.	End of unit assessment sheet.			
TONE (Term 4)	<p>1. Applying Tone to Shape to create Form.</p> <p>2. Understanding of importance of contrast of Tonal qualities.</p> <p>3. Colour and Tonal quality.</p> <p>4. How artists use tone.</p>	<p>Using combinations of Formal Elements to create other Formal Elements - interplay between Formal Elements (embeds learning).</p> <p>Understanding principles of Tone and it's uses/application.</p> <p>Media based learning – practical application of Tone using a variety of media.</p> <p>Tonal quality in Colour.</p> <p>Understanding and responding to artist's work.</p>	<p>Explicit reference to HPL.</p> <p>Peer/self-assessment.</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Department electronic marksheet for quality and behaviour.</p> <p>Student reflection sheet.</p> <p>End of unit assessment sheet.</p>	<p>Literacy - Contextual research sheet.</p> <p>Analysis of artist research.</p> <p>Key topic subject specific vocabulary.</p> <p>Student reflection sheets.</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Individual teachers to direct HPL focus.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year.</p> <p>Community projects and Art competitions (throughout year</p> <p>Artist research and practical responses.</p>

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<p>FORM (Term 5)</p> <p>OBSERVATIONAL ASSESSMENT TASK</p>	<p>1. How Form is created by Tone.</p> <p>2. Understanding the illusion of form in 2D work (also in the design process).</p> <p>3. Form in 3D sculpture.</p> <p>4. Contextual understanding of form.</p>	<p>Understanding Form through direct observation.</p> <p>Artists research development.</p> <p>Clay sculptures- sculpting organic form.</p> <p>Card sculptures- constructing geometric shapes.</p>	<p>Explicit reference to HPL.</p> <p>Peer/self-assessment.</p> <p>Verbal feedback.</p> <p>Light touch.</p> <p>Live marking.</p> <p>Department electronic marksheet for quality and behaviour.</p> <p>Student reflection sheet.</p> <p>End of unit assessment sheet.</p>	<p>Literacy -</p> <p>Contextual research sheet.</p> <p>Analysis of artist research.</p> <p>Key topic subject specific vocabulary.</p> <p>Student reflection sheets.</p> <p>Numeracy-</p> <p>Use of measurement in constructing sculptures.</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Individual teachers to direct HPL focus.</p>	<p>Artist research (student led) and practical responses.</p> <p>Henry Moore/Barbara Hepworth research + bubble sculptures.</p>
<p>Further exploration of the learnt Formal Elements using Aboriginal Art (Term 6)</p>	<p>Embeds student learning and demonstrates progress.</p> <p>Each teacher will assess which of the</p>	<p>Sequence to be determined by teacher and based upon gaps in prior learning.</p>	<p>Explicit reference to HPL.</p> <p>Peer/self-assessment.</p> <p>Verbal feedback.</p>	<p>Literacy -</p> <p>Contextual research sheet.</p>	<p>All or most ACP and VAA's are developed in each unit.</p> <p>Individual teachers to direct HPL focus.</p>	<p>Key Stage 3 after school/lunch time Art Club throughout year.</p> <p>Community projects and Art competitions (throughout year)</p>

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	Formal Elements to further explore with each class, using Aboriginal Art for inspiration.		Light touch. Live marking. Department electronic marksheet for quality and behaviour. Student reflection sheet. End of unit assessment sheet.	Analysis of culture + artist research. Key topic subject specific vocabulary. Student reflection sheets. PSHE – understanding different cultures		Research into Aboriginal Art + chosen artist.