

Subject: Year 7 Art				
Year 7 Curriculum Intent: During year 7 the focus is on introducing students to the formal elements and basic core skills. Students will connect their own work to art movements and artists from history and the present day, beginning to appreciate and understand the historical and cultural development of their art forms. Drawing skills are first introduced in Y7 through an introduction to observational skills, tone and mark making. Once these skills have been mastered students are able to progress and develop their skills further into the application of colour using pencil crayon and painting techniques to develop colour mixing skills and tool control. These skills are then developed into repeat pattern and poly printing where students create their own textile based design. The end of Y7 gives students the opportunity to experiment with a variety of media and encourages independent material choices during the creation of personal final outcome.				
Art 6 Curriculum Concepts: Observation, Exploration, Processes, Realisation, Creativity and Relationships ELT Connected Concepts: Cause and effect, Power, Influence, Significance, Appreciation and Structures				
	<u>Scheme 1: Natural Forms - Tone, Colour and the Formal Elements</u> (Observational drawing)	<u>Scheme 2: Natural Forms – Autumn Leaves</u> (Artist research and wax resist outcome)	<u>Scheme 3: Natural Forms – Patterns in Nature</u> (Artist research and the creative industries)	<u>Scheme 4: Natural Forms – Seashells</u> (Artist research and mixed media)
Acquire:	Introduction to line, shape, form and tone (Pencil) Introduction to mark making and texture (Pen) Introduction to colour and colour wheel (Coloured pencil)	Introduction to Georgia O’Keeffe and other relevant artists throughout history. Researching and selecting appropriate images and information. Introduction to water colour paint and wax resist Developing colour theory (hot and cold colours) Introduction to repeating an image (tracing paper)	Introduction to the world of work and the textile industries. Introduction to William Morris, Timorous Beasties and other relevant artists throughout history. Researching and selecting appropriate images and information. Developing knowledge of repeat pattern (creating own design) Introduction to creating a Poly Print	Recap line, shape, form, mark making, tone and texture (Pencil) Introduction to Jo Sheppard and other relevant artists throughout history. Researching and selecting appropriate images and information. Introduction to oil pastel, chalk pastel. Developing knowledge of water colour and pencil crayon. Introduction to composition when composing a final outcome.

Apply	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Record observations using pencil, applying knowledge of line, shape, form and tone. Record observations using pen, applying knowledge of mark making and texture. Record observations using coloured pencils, applying knowledge of colour and colour mixing.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Presenting research creatively and effectively. Recreating artists work applying knowledge of pencil crayon and colour mixing. Developing a final piece to demonstrate knowledge of repeating an image, colour theory/mixing and brush control when painting.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Making independent choices Presenting research creatively and effectively. Recreating artists work applying knowledge of pencil crayon and/or water colour. Developing ideas into a personal repeat pattern design Creating a repeat pattern final piece to demonstrate knowledge of designing and repeating an image and skill level when creating a printing block and print.	Reflecting on reading text through written and discussion-based activities with links to key vocabulary. Record observations using pencil, applying knowledge of line, shape, form, mark making, tone and texture. Recreating artists work applying knowledge of oil pastel and chalk pastel. Recreating artists work applying knowledge of pencil crayon and water colour. Developing a final piece to demonstrate knowledge of drawing and the formal elements, composition and skill level when working with a choice of oil pastel, chalk pastel, water colour and pencil crayon.
Vocabulary Tier 2 vocabulary is used to drive conceptual understanding, progression and articulation. These 6 words are explicitly taught with etymology, prefix and suffix	Tier 2 vocabulary: Observe Proportion Outline Tone Texture Detail Tier 3 vocabulary: Mark making Primary colour Secondary colour	Tier 2 vocabulary: Annotation Relationships Exploration Presentation Creativity Repetition Tier 3 vocabulary: Wax Resist Hot Colours Cold Colours	Tier 2 vocabulary: Industry Pattern Design Processes Annotation Creativity Tier 3 vocabulary: Textile Poly Print	Tier 2 vocabulary: Observation Detail Texture Composition Blending Processes Tier 3 vocabulary: Mixed Media Markmaking

teaching. Where words are repeated, conceptual progression is built into vocabulary use. Tier 3 vocabulary is used to teach important key terms. Students are provided with definitions to apply these to their work.				
Assessment	Questioning, Self and Peer assessment. FAR Marking – Leaf drawings	Questioning, Self and Peer assessment. FAR Marking – O’Keeffe Research and Painted Leaf Final Piece	Questioning, Self and Peer assessment. FAR Marking – William Morris/Timorous Beasties Research and Poly Print	Questioning, Self and Peer assessment. FAR Marking –Jo Sheppard studies and Shell composition final piece