

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.

Year 7 Essential Knowledge Summary

<p align="center"><u>Schemata 1: Natural Forms - Tone, Colour and the Formal Elements</u> (Observational drawing)</p>	<p align="center"><u>Schemata 2: Natural Forms – Autumn Leaves</u> (Artist research and wax resist outcome)</p>	<p align="center"><u>Schemata 3: Natural Forms – Patterns in Nature</u> (Artist research and the creative industries)</p>
<p><u>Composite Knowledge:</u> Pupils will gain an understanding and form opinions of ‘what is art?’. Pupils will gain a holistic understanding of the formal elements and basic core skills in art using these to developing drawing skills.</p> <p><u>Component Knowledge:</u> <u>Foundational Knowledge:</u> <i>Declarative Knowledge:</i></p> <ul style="list-style-type: none"> • The Guardian article: Now please pay attention everybody. I’m about to tell you what art is. Germaine Greer. • Introduction to line, shape, form and tone (Pencil) • Introduction to mark making and texture (Pen) • Introduction to colour and colour wheel (Coloured pencil) <p><i>Procedural Knowledge:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Upper Hierarchical Knowledge:</u></p> <ul style="list-style-type: none"> • Forming own opinions of ‘What is art?’ (reading text) • Working from more complex imagery when recording observations. 	<p><u>Composite Knowledge:</u> Pupils will connect their own work to the work of other artists inspired by natural forms, beginning to appreciate and understand the historical and cultural development of their art forms.</p> <p><u>Component Knowledge:</u> <u>Foundational Knowledge:</u> <i>Declarative Knowledge:</i></p> <ul style="list-style-type: none"> • 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) <p><i>Procedural Knowledge:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Upper Hierarchical Knowledge:</u></p> <ul style="list-style-type: none"> • Forming own opinions on the work of others. • Presenting a personal response using complex imagery and evidencing strong links to the work of artists researched. 	<p><u>Composite Knowledge:</u> Pupils will widen their knowledge of the creative industries and artists from history to the present day beginning to appreciate and understand the historical and cultural development of their art forms.</p> <p><u>Component Knowledge:</u> <u>Foundational Knowledge:</u> <i>Declarative Knowledge:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Procedural Knowledge:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Upper Hierarchical Knowledge:</u></p> <ul style="list-style-type: none"> • Forming own opinions on the work of others. • Developing research creatively ideas into a personal original design, evidencing strong links and understanding of the work of artists researched.
<p align="center"><u>Schemata 3: Natural Forms – Patterns in Nature</u> (Repeat pattern design and print outcome)</p>	<p align="center"><u>Schemata 4: Natural Forms – Seashells</u> (Artist research and mixed media)</p>	<p align="center"><u>Schemata 4: Natural Forms – Seashells</u> (Mixed media final outcome)</p>
<p><u>Composite Knowledge:</u> Pupils will gain an understanding of repeat pattern and how to develop designs ideas into print.</p> <p><u>Component Knowledge:</u> <u>Foundational Knowledge:</u> <i>Declarative Knowledge:</i></p> <ul style="list-style-type: none"> • Developing knowledge of repeat pattern (creating own design) • Introduction to creating a Poly Print <p><i>Procedural Knowledge:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Upper Hierarchical Knowledge:</u> Developing ideas into a personal, original and detailed design, evidencing strong links and understanding of the work of artists researched.</p>	<p><u>Composite Knowledge:</u> Pupils will widen their knowledge of drawing skills and the work of other artists from history to the present day that have been inspired by natural forms and nature.</p> <p><u>Component Knowledge:</u> <u>Foundational Knowledge:</u> <i>Declarative Knowledge:</i></p> <ul style="list-style-type: none"> • Reflecting on reading text through written and discussion-based activities with links to key vocabulary. • 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. <p><i>Procedural Knowledge:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Upper Hierarchical Knowledge:</u> Working from more complex imagery when recording observations and artist recreation.</p>	<p><u>Composite Knowledge:</u> Pupils will consolidate their knowledge of a range of materials through the production of a mixed media final piece.</p> <p><u>Component Knowledge:</u> <u>Foundational Knowledge:</u> <i>Declarative Knowledge:</i></p> <ul style="list-style-type: none"> • Developing knowledge of water colour and pencil crayon. • Introduction to composition when composing a final outcome. <p><i>Procedural Knowledge:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Upper Hierarchical Knowledge:</u> Developing a complex and detailed final outcome, using the full range of materials.</p>

• **Final Composite Knowledge: Year 7 End Point**