

## Curriculum for Core Art – Year 7

**Intent:** Our vision for Art allows students to be creative and improve on their practical skills. Students get a better understanding of the work around them by **looking at the formal elements of line, tone, pattern and shape**, looking at work in different cultures and through work of other artists. With improved technology and the increasing popularity of art based careers, students have a more vested interest in how both art and design can start their future.

**Implementation:** Students will be taught various topics for the entirety of the academic year. Students will be experimenting with different mediums **and techniques** in order to practice and implement new skills to their artwork. Students portfolios will be assessed termly, which will be focused around their knowledge, skills and technique and analysis

**Starting point:** Students from KS2 will have already used a range of materials to creatively design and make products and will have used drawing, painting and sculpture skills to develop and share their ideas, experiences and imagination. They will have developed a wide range of art and design techniques in using **colour, pattern, texture, line, shape form and space**. Students will have learned about the work of a range of artists, craft makers, architects, and designers throughout history, and will have described the differences and similarities between different practices and disciplines whilst making links to their own work. By the end of KS2, students will have improved in their mastery of art and design techniques with a range of materials (for example, pencil, charcoal, paint, clay etc.)

Year 7	Topics/Units to be taught Each unit below is taught over a block. Students experience a rotation system through the projects.	Skills to be developed	Learning habits Students are able to work achieving these habits within this body of work	Assessment	Prepares the way for....	Wider Curriculum Links (other curriculum areas, industry, big characters, real life, trips, guest speakers)
<b>Formal elements – Line, tone, and pattern.</b>	<p><b>Intent:</b> Students will be looking closely at <b>some of the Formal Elements</b> in art. – <b>line, tone, pattern, (form) and colour</b>. They will look at the definitions of these key terms and will complete a series of tasks that focus on them to embed the knowledge. Students will use a variety of media to complete these tasks and will use various skills to do this. Students will also look at artists from different eras to analyse how they used the formal elements in their own artwork. Students will create <b>multiple artworks with different focusses from the formal elements</b>, and will self-evaluate using success criteria.</p>					
<b>Autumn and spring terms</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Definitions of line, tone, pattern and colour</li> <li>How tone creates form</li> <li>How to create a pattern</li> <li>Artist research and response</li> <li>Colour theory basics</li> </ul> <p><b>Skills and technique:</b></p> <ul style="list-style-type: none"> <li>The application and effects of line and mark making skills</li> <li><b>How pencil pressure creates tone</b></li> <li><b>How to paint with good brush control.</b></li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>Analyse art within the framework of the formal elements of line, tone, pattern, and shape, and use this to improve work.</li> </ul> <p><b>Lesson breakdown: 4 hours each:</b></p> <ul style="list-style-type: none"> <li>Each formal element helps students to understand the components which make up and any every piece of artwork, including 3D and sculptural work as well as photography.</li> <li><b>Line texture – Looking closely at and naming the different types of lines.</b> Creating line using different tools. Completing tasks which use mark making to achieve texture and create form.</li> <li><b>Tone/shape/ form</b> – Using a series of tasks to create tone using mark making, and pencil shading onto grids, shapes/ forms (spheres) and objects using first hand observation.</li> <li><b>Pattern</b> – Creating motifs and then using tracing paper to repeat these to create pattern. Looking at <b>artists and styles which use pattern</b> in their work. E.g., <b>William Morris, Islamic artwork.</b></li> <li><b>Colour theory</b> – Looking at Isaac Newton's colour wheel; primary and secondary/ tertiary colours, complimentary/ harmonious colour schemes, warm/ cool colour schemes, <b>hues, tints, shades, tones</b> and how to mix</li> </ul>	<ul style="list-style-type: none"> <li>Using line to create simple drawings in detail</li> <li>Observation skills</li> <li>Using different pencil pressures to create a variety of tones</li> <li>Creating pattern</li> <li>Creating repetitive patterns using tracing paper</li> <li>Application of colour to images</li> <li>Mixing paints to create secondary and tertiary colours.</li> </ul>	<p><b>Creativity</b> – <i>trying out new skills with different tools and media. Creative planning to solve problems e.g., how to enlarge work accurately, how to plan for a well-designed composition.</i></p> <p><b>Resilience</b> – <i>becoming risk-takers and trying out new things without the fear of failure. Understanding that most people make mistakes in art several times before getting it right.</i></p> <p><b>Collaboration</b> – <i>participate actively in group discussions, develop active listening skills and working together to discuss the work of other artists – including their peers</i></p>	<p>This unit has the following formal assessment areas these are assessed <b>holistically</b> through the student's <b>personal portfolio</b>.</p> <p>Students will be assessed termly.</p> <ul style="list-style-type: none"> <li><b>KNOWLEDGE - A01</b> – Develop ideas through investigations</li> <li><b>SKILLS AND TECHNIQUE - A02</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li><b>ANALYSIS - A03</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> </ul> <p><b>Autumn assessment piece (A04)</b> – Students will be <b>loosely</b> marked holistically against the appropriate LOs. These become more closely associated with the LOs throughout KS3.</p> <p><b>Spring final assessment piece (A05)</b> – Students will be <b>loosely</b> marked holistically against the appropriate LOs. These become more closely associated with the LOs throughout KS3.</p>	<p><i>Tasks are designed to encourage students to build on their existing skills and knowledge over the course of several projects, each a different length. They achieve this by completing workshops and self-appraisal.</i></p>	<ul style="list-style-type: none"> <li>Geography and RPE - cultures they can see how they are connected to traditions and cultures stretching back in time and across the world, <b>for example, looking at how and why pattern is used in Islamic art.</b></li> <li><b>DT – William Morris and design movements seen in KS4 DT curriculum.</b></li> <li><b>DT- Use of a motif which repeats to form a mirror repeat pattern. The word 'motif' is also used in English and Music in KS3.</b></li> <li>DT – Rendering – Seen at KS4</li> </ul>

	<p>these using paint. Students look at the relationship between colour and emotion <b>and look at Vincent Van Gogh in depth, and how artists choose colours to make their work feel a certain way.</b></p> <ul style="list-style-type: none"> <li>• <b>Composition – Students look at what makes a good composition. E.g., rule of thirds, balance, focus, contrast, proportion etc.</b></li> </ul>					
<p><b>Cultural art from around the world</b></p>	<p><b>Intent:</b> Students will be looking closely at the history of Aboriginal Art, Native American art and traditional work from other cultures. They will explore the various techniques used and apply them to their own work. Students will also learn about the meanings behind symbols and how this communication technique is used in the modern world. Students will complete <b>multiple artworks</b>, and will self-evaluate using success criteria.</p>					
<p><b>Summer term</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understanding of <b>the formal element</b> of shape, and how to draw basic shapes</li> <li>• <b>Understanding how to compose art and focus on your focal point</b></li> <li>• <b>Understand how to focus on light and shade</b></li> <li>• <b>Understand the importance of planning before you draw</b></li> </ul> <p><b>Skills and technique:</b></p> <ul style="list-style-type: none"> <li>• <b>Use of dot art and symmetry in artwork.</b></li> <li>• <b>Use of prior understanding of the formal elements in work.</b></li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>• <b>Use of the formal elements to analyse artwork.</b></li> <li>• Identifying colours and colour schemes and knowing how to mix colours</li> <li>• Understand the impact and influence of other artists on our own work “Art is either plagiarism or revolution” <i>Paul Gauguin</i></li> </ul> <p><b>Lesson breakdown: 4 hours each:</b></p> <ul style="list-style-type: none"> <li>• The study of aboriginal art draws on all the formal elements studied in the previous two terms and applies them to art history (colour shape, pattern, line especially)</li> <li>• <b>Cultures and history from around the world</b>– Students will look at the history of the Aborigines, Native Americans and other cultures, and study their culture and beliefs. They will look at the resources they used to live on and the types of media used to create their unique artwork.</li> <li>• <b>Dreamtime stories</b> – Students will explore the origin and meanings behind the Dreamtime. Students will be able to link Dreamtime with Aboriginal storytelling and communication through art using the symbols.</li> <li>• <b>Aboriginal animals and dot paintings</b> – students will practice dotting techniques in different media and create their own based on Aboriginal animals and patterns. They will stick to the colour schemes used in Aboriginal art. <i>Need to discuss ^^ this ^^ Issue of cultural appropriation raised regarding aboriginal art and dreamtime at a trust day so we need to make sure we're navigating this correctly!</i></li> <li>• <b>Native American Totems</b> - meanings of symbolism, how totems link to family history, colours associated with totems. Create totems using paper-cutting and basic shapes, collaborative work.</li> <li>• <b>Day of the dead- Explore different cultural attitudes to death through sugar skulls. Create sugar skull images using a monoprinting oil pastel technique.</b></li> <li>• <b>Extension task:</b> Aboriginal fabric dyes – Students can make their own dyes out of natural materials and dye material using techniques learned throughout the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Observation</li> <li>• Focus</li> <li>• Discipline</li> <li>• Collaboration</li> <li>• Risk-taking</li> <li>• Independence</li> <li>• Self-expression</li> <li>• Planning</li> <li>• Imagination</li> <li>• Using different tools and media to create artwork</li> </ul>	<p><b>Creativity</b> – trying out new skills with different tools and media. Creative planning to solve problems e.g., how to enlarge work accurately, how to plan for a well-designed composition.</p> <p><b>Resilience</b> – becoming risk-takers and trying out new things without the fear of failure. Understanding that most people make mistakes in art several times before getting it right.</p> <p><b>Collaboration</b> – participate actively in group discussions, develop active listening skills and working together to discuss the work of other cultures – including their peers</p>	<p>This unit has the following formal assessment areas these are assessed through the student's <b>personal portfolio</b>: Students will be assessed termly.</p> <ul style="list-style-type: none"> <li>➢ <b>KNOWLEDGE - A01</b> – Develop ideas through investigations</li> <li>➢ <b>SKILLS AND TECHNIQUE - A02</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>➢ <b>ANALYSIS - A03</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> </ul> <p><b>Summer assessment piece (A04)</b> – Students will be <b>loosely</b> marked holistically against the appropriate LOs. These become more closely associated with the LOs throughout KS3.</p>		<ul style="list-style-type: none"> <li>• History – Aboriginal art history, Native American art history</li> </ul>



- Students draw animals that feature heavily in both Aboriginal art and Native American art and shade them in using tone (referring back to previous taught formal elements)

