

Year 7:

Year 7	Autumn Year 7	Autumn 2 Year 7	Spring 1 Year 7	Spring 2 Year 7	Summer 1 Year 7	Summer 2 Year 7
Topic/Unit to be studied	<u>Basic Skills</u>	<u>Basic skills</u>	<u>Toys</u>	<u>Toys</u>	<u>Mixed media</u>	<u>Illustration/Sculpture</u>
Core Knowledge and skills	<p>Key Skill/Knowledge: Formal Elements: line, shape, colour, pattern, tone, texture, form, composition.</p> <p>Drawing: Detail, Proportion, observational pencil drawing, line drawing, stippling, grid method, pen drawing.</p> <p>Art History: timeline of artists.</p> <p>Photography: creating in an artist style.</p> <p>Analysing and evaluating work: including their own and the work of other artists.</p> <p>Colour theory: collage skills, tones of colour.</p>	<p>Key Skill/Knowledge: Pencil: Mark Making, Tone, Shade, Gradient Shading.</p> <p>Image transfer: Ghost Lines, Detail, Proportion.</p> <p>Drawing: Proportion, accuracy, observation, shading, tonal. Mixed media, experimental mark-making.</p> <p>Colour Theory: Primary & Secondary colours.</p> <p>Painting: Gradient application of colour, tints and shades.</p> <p>Biro Pen: Mark Making, Tone, Shade, Gradient Shading.</p>	<p>Key Skill/Knowledge: Working in the style of an artist: Identifying key attributes of Debra Broz and Sung Won Sang.</p> <p>Making: reconstructing toys sculptures from old toys, links to toy story film.</p> <p>Photography: students to photograph their sculpture looking at action photography.</p> <p>Independence: Choice of toys, imagination, experimentation.</p> <p>Careers: Links to industry, toy story reference.</p>	<p>Key Skill/Knowledge: Colour pencil skills</p> <p>Working in the style of an artist: Identifying key attributes of Hannah Lipsey's work.</p> <p>Observational drawing Colouring pencil, mixing and blending skills, proportion, mark-making</p> <p>Colour theory: Mixing tones with colouring pencils.</p> <p>Drawing: Mixing and blending with colouring pencil. Creating textures, shine and tones.</p>	<p>Key Skill/Knowledge: Mixed Media: Bringing the skills together from basic skills project.</p> <p>Colour theory: tones of colour, use of watercolour skills.</p> <p>Oil Pastel: Introducing a new material and skills of mixing and blending.</p> <p>Pen: Mark Making, Tone, Shade, Gradient Shading.</p> <p>Working on an outcome: Bringing skills together to create a mixed media outcome.</p> <p>Independence: selection of materials, consideration of where best to use them.</p>	<p>Key Skill/Knowledge: Illustration, design skills Clay skills.</p> <p>Working in the style of an artist: Identifying key attributes of De Rosso.</p> <p>Making skills: Constructing in clay, scratch to attach, building and making.</p> <p>Careers: Contemporary artist, product design.</p> <p>Colour theory: painting sculptures.</p> <p>Painting: Layering, Mark Making, adding texture and detail.</p>

Why this?	<p>Why? The Start of the Basic skills project aims to introduce the formal elements of art which is the foundation for all artwork through the curriculum.</p> <p>Wreck my sketchbook introduces the idea that a sketchbook can be used in different ways.</p> <p>Art history timeline gives student context of art and other aspects of history.</p>	<p>Why? The Basic skills project is aimed at increasing proficiency in basic drawing, painting and colour theory skills.</p> <p>This is often covered in KS2 to varying degrees. The formal elements of art are not always embedded at KS2.</p>	<p>Why? The Toy project builds on colouring pencil skills and builds creative thinking and confidence.</p> <p>They will develop their imagination skills, play and construction skill.</p>	<p>Why? Making art from something broken or old</p> <p>We are increasing student's proficiency of handling different materials in this project.</p>	<p>Why? Introducing the new skill of oil pastels and working on an outcome.</p> <p>Students are selecting and making decisions for their mixed media outcome.</p>	<p>Why? Introducing new skills in illustration, design and ceramic work</p> <p>Students will develop design and making skills and confidence in using clay.</p>
Why here?	<p>The formal elements are introduced at the start of year 7 building the foundations of their art education.</p> <p>Introduction to art history early is important for understanding and context.</p> <p>Wreck my sketchbook gives students the freedom to be expressive building confidence and risk taking early in year 7</p>	<p>Observational drawing skills are fundamental, students learn different drawing methods early and will use them throughout the key stages.</p> <p>Essential to increase students' confidence in a range of materials.</p>	<p>The toy project adds an element of fun playfulness, students can see careers in the arts.</p> <p>Introducing construction skills and photography.</p> <p>Industry links to animation, analysing toy story.</p> <p>Analysis of articles, students develop oracy skills discussing.</p>	<p>Students are introduced to a hyper realist artist.</p> <p>They will improve colouring pencils skills, lays the foundations for year 9 colour pencil drawings of hybrid creatures.</p>	<p>Introduction of new skills</p> <p>Builds confidence in making creative decisions. Selecting the materials for the right textures.</p> <p>Bringing skills together to create an outcome for an exhibition.</p>	<p>Introduction of new skills.</p> <p>Builds confidence to combine ideas in their imaginative illustration work and create designs into a ceramic sculpture.</p>

Assessment for and of learning	Students will be assessed formatively on the exploration of new skills and techniques such as:	Formative assessment of work and self-assessment. Summative assessment at the end of the project.	Students will be assessed formatively on the exploration of new skills and techniques:	Formative assessment of work and self-assessment.	Students will be assessed formatively on the exploration of new skills and techniques. Summative assessment at the end of the project.	Formative assessment of work and self-assessment. Summative assessment at the end of the project.
	THE FORMAL ELEMENTS PROPORTION ACCURACY SHADE AND TONE MARK-MAKING	PROPORTION ACCURACY SHADE AND TONE Application of paints and use of TINTS and SHADES	FORMAL ELEMENTS COMPARE/CONTRAST CONSTRUCTION PHOTOGRAPHY skills using iPad	MARK MAKING PAINTING ARTIST ANALYSIS FORMAL ELEMENTS	FORMAL ELEMENTS OIL PASTELS WATERCOLOUR COLOURING PENCIL MIXED MEDIA	FORMAL ELEMENTS DESIGN CERAMICS COLOUR THEORY