

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

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

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