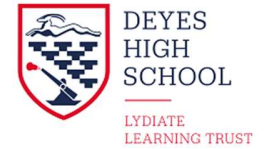


Year 7 Art



	Content /Topic	National Curriculum	Essential Knowledge	Assessment	Rationale
YEAR 7					
HT1	<p>Technical drawing of shoe to track student’s initial skill level. Students produce a drawing that focuses on the skills of drawing with accuracy from observation.</p> <p>Formal Elements Students study a unit of work that introduces cultural differences and an awareness of symbolism when communicating through art.</p> <p>Students produce a series of drawing studies utilising the</p>	<p>1C: To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</p> <p>2C: To use a range of techniques and media, including painting</p> <p>3C: To increase their proficiency in the handling of different materials</p>	<p>KS3 starts with teaching the Formal Elements of Art. The art elements are line, shape, form, tone, texture, pattern, colour, and composition.</p> <p>Students will recognise the work of Aboriginal Culture, Chinese Koi Carp painting and practising artist Vincent Scarpace. They will know how to describe the different characteristics of art and design and evaluate their qualities</p> <p>As part of the above students are introduced to the artwork from Aboriginal and Chinese cultures to allow greater breadth in the study and understanding of the use of colour and diversity within art.</p> <p>Students learn how to manipulate colour (what happens when you mix primaries, secondaries, and when you add black or white?)</p> <p>Students are taught to explore the possibilities of what happens when</p>	<p>Summative Assessment Shoe drawing - Assessed using assessment criteria within progress booklets.</p> <p>The 3 skill categories within each grade criteria are</p> <ul style="list-style-type: none"> • Outline • Detail • Tone <p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback <p>Students are expected to respond to feedback using appropriate and challenging Art Vocabulary</p> <p>Summative Assessment</p>	<p>Year 7 Art starts with the introduction of new knowledge that builds on the KS2 National Curriculum. They will be introduced to the formal elements required in drawing.</p> <p>This will allow students to demonstrate essential knowledge, mastery of art and design techniques (Drawing and painting) and the control and use of materials established in KS2.</p> <p>These elements are then developed and built upon in HT1 so that the skills and applications that students acquire become more complex and accomplished over the course of KS3</p> <p>Students will build on this knowledge learning about great artists, architects, and</p>

<p>elements line, tone, proportion, scale, and composition.</p> <p>Colour theory is introduced, and students learn how to mix/paint/colours.</p> <p>Vincent Scarpace Drawing Techniques Introduction to the work of contemporary artist Vincent Scarpace who experiments using the basic art elements of line, shape, and colour to produce abstract fish paintings.</p> <p>Organic and Linear pattern designs Students will practise techniques: Pen and Ink, Oil Pastel, Colour pencil, Shaded pencil, Block paints, Tone using collage and Pointillism. Each technique has its own skills set and expectations.</p> <p>4 x Pattern fish designs Students will</p>		<p>you prepare the paper by painting on or soaking the surface?</p> <p>Students are taught to consider: What happens when you put colours alongside each other?</p> <p>Students are taught about colour temperature and the difference between hot and cold colours by introducing them to the colour wheel.</p> <p>Students are taught to explore colour theory by experimenting with colour mixing to produce secondary colours.</p> <p>Students will be taught how viewing colours at varying distances and under different light conditions affects how they appear.</p> <p>Students are introduced to colour making reference points from multi-cultural sources (Aboriginal and Chinese Art)</p> <p>Colour theory will be developed further by students learning about symbolism within Aboriginal art the traditional use of colours to tell stories and communicate visually.</p> <p>Additional colour theory and formal element reference points are investigated through the study of the symbolism of colour within traditional koi carp paintings of Japanese and Chinese cultures. Students learn that different members of the family are</p>	<p>The 4 Fish Pattern designs will be assessed using assessment criteria within progress booklets and require students to 'bring all together' their knowledge</p> <p>The 3 skill categories within each grade criteria are</p> <ul style="list-style-type: none"> • Outline • Detail • Tone 	<p>designers in history from ancient times up to the present day as they progress through KS3 e.g when they study Aboriginal Art in Year HT1 and Islamic Art in Year 9.</p>
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	<p>develop the skill of mixing colours and applying paint to present a colour version of their Scarpace inspired development pieces and outcomes.</p>		<p>represented by different coloured koi fish.</p> <p>Students will develop their own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose</p> <p>A reading task from the Tate Kids website will bring art to life for students with its exciting and interactive activities.</p> <p>This will act as a first introduction to Art galleries within the local community.</p> <p>Essential knowledge Reading to provide greater breadth: Who is Piet Mondrian? Tate Kids</p>		
HT2	<p>Artist Research Page Students will be introduced to the processes required to produce a series of outcomes that will be combined and presented on an A3 page.</p> <p>Written information and analysis Students will write about the techniques and key concepts of the artist Vincent Scarpace. They will</p>	<p>2C: To use a range of techniques and media, including painting</p> <p>3C: To increase their proficiency in the handling of different materials</p> <p>4C: To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or</p>	<p>Students will learn how to analyse and produce written analysis of the work of the Abstract artist Vincent Scarpace.</p> <p>Literacy skills are introduced, and Art terminology used when composing written and visual research</p> <p>Students will work with a range of materials and techniques in the style of Vincent Scarpace, Zhao Wei Lin and Katsushika Hokusai artist who use the formal elements of art to create abstract paintings</p>	<p>Summative Assessment The A3 Artist research page and Vincent Scarpace inspired Mixed Media outcome will be assessed using assessment criteria within progress booklets</p> <p>The 3 skill categories within each grade criteria are</p> <ul style="list-style-type: none"> • Outline • Detail • Tone • <p>Formative Assessment Student's work is also assessed in other forms:</p>	<p>Students will build on new knowledge from HT1 of great artists and designers. They will be introduced to the methods and skills required to research artists' work.</p> <p>They will further develop art language and terminology from KS2 and HT1. This will allow them to be able to identify strengths in their own artwork and that of artists viewed.</p>

<p>HT3</p>	<p>evaluate and express an opinion about the visual images of the artists' work</p> <p>Decorative keywords, fonts and titles will be researched, and students will explore ideas for a title page using selected art techniques</p> <p>Research images collage Using examples of coloured images of the artists artwork that students have researched they will then develop the skill of presenting artwork to create a collage in an imaginative and creative way.</p> <p>Artist copy Students will practise techniques: Pen and Ink, Oil pastel, Colour Pencil and produce a copy of a selected image of Vincent Scarpace's work</p> <p>Students will combine all of the above tasks onto an</p>	<p>applications of their work</p>	<p>Students will work independently to produce a selection of pattern studies based on their knowledge of Aboriginal colour and symbolism.</p> <p>Students will work independently to produce a selection of pattern studies based on their knowledge of Organic and Linear pattern studies influenced by the culture of Chinese Art and symbolism used when painting Koi Carp.</p> <p>Students will work independently to produce a selection of pattern studies based on their knowledge of Organic and Linear pattern studies influenced by the work Vincent Scarpace.</p> <p>Essential knowledge Reading to provide greater breadth: Who is Yayoi Kusama? Tate Kids</p> <p>Students will understand the design process used to produce work in the style of Vincent Scarpace .</p> <p>Students will independently identify the actions required to successfully improve techniques to produce good quality outcomes.</p> <p>Students will demonstrate their ability in drawing with pencil, coloured pencil, Fine line pen, oil pastel as well as Mono printing in the style of Vincent Scarpace.</p> <p>Students will produce a Scarpace research sheet that will showcase the</p>	<ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback <p>Students are expected to respond to feedback using appropriate and challenging Art Vocabulary and 'bring all together' their knowledge</p>	<p>This understanding will enable students to evaluate aspects of the work (written and visual) when studying a range of artists (Historical and cultural) over the course of the key stage</p> <p>This half term further develops exploration and experimentation using techniques and media inspired by the artist will allow students to demonstrate mastery in the application of differing art and design techniques such as drawing, and painting established in the previous term. These skills will be further developed in future half terms when students are required to utilise a greater range of skills such as tone.</p> <p>The developed art skills and artist research will be used creatively in the production of the student's own work during the half term and future projects to create a research page presenting new knowledge based on the artist.</p> <p>The outcome will be highly imaginative, informed by the work of Vincent Scarpace and will combine all the</p>
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	<p>A3 Sheet in the form of an Artist research page.</p> <p>Vincent Scarpace Mixed Media inspired Outcome demonstrating the skills of mixing colours and combining paint, pen & ink, and pencil to produce a coloured Vincent Scarpace inspired final outcome.</p>		<p>skills that have been developed throughout the academic year.</p> <p>Essential knowledge Reading to provide greater breadth: Op Art Tate Kids</p>		<p>knowledge and skills taught throughout Year 8.</p>
<p>HT4</p>	<p>Research Bug Project: Decorative research page</p> <p>For the ancient Egyptians, the Scarab beetle represented the sun and as a symbol of immortality and resurrection.</p>	<p>1C: To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</p> <p>2C: To use a range of techniques and media, including painting</p>	<p>This term starts with an introduction to the anatomies of arachnids and insects.</p> <p>Students will research the theme of symbolism within art through the study of Bugs and arachnids.</p> <p>Students will learn that Bugs and Critters have been used throughout Art history and depicted as a form of symbolism from Medieval times through to the current day.</p>	<p>Summative Assessment Bug research page Bugs final Mixed Media Bug assessment</p> <p>These outcomes will be assessed using assessment criteria within progress booklets</p> <p>The 3 skill categories within each grade criteria are</p> <ul style="list-style-type: none"> • Outline • Detail • Tone 	<p>Students will be introduced to the anatomies of arachnids and insects.</p> <p>Through research of Scarab beetles used in Egyptian Art students will further develop an understanding of the importance of symbolism within art, which was introduced in HT1-3 when looking at Aboriginal and Chinese art.</p>
<p>HT5</p>	<p>Students will continue to research the theme of symbolism within art through the study of Bugs and arachnids.</p>	<p>3C: To increase their proficiency in the handling of different materials</p> <p>4C: To analyse and evaluate their own work, and that of others, in order to strengthen the</p>	<p>Essential knowledge Reading to provide greater breadth: Who is Frank Stella? Tate Kids</p> <p>Students will identify insect body parts such as antenna, head, thorax, abdomen, legs.</p>	<p>Formative Assessment Student's work is also assessed in other forms:</p> <ul style="list-style-type: none"> • Self/Peer assessment (written and verbal) • Class/group critique • Verbal feedback 	<p>They will be exposed to Egyptian culture and historical references developing their breadth of knowledge of diverse cultures from across the world. This will be further developed when students produce their own designs in this and future projects.</p>

<p>HT6</p>	<p>Students will independently select images and create a bug collage to use as a resource to work from subsequently using a range of materials and techniques.</p> <p>Initial Bug drawings Students will produce a detailed drawing from observation/copy of a Bug image provide by the Art Department.</p> <p>Students will work independently to develop a selection of studies practising techniques: Creating Line, tone and texture with pencil, colour pencil, fine-line, or biro pens.</p> <p>Bug Design Students will demonstrate their ability in drawing with pencil, pen, Oil pastel.</p> <p>Final Outcome Bug project Students will create two final</p>	<p>visual impact or applications of their work</p> <p>5C: About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day</p>	<p>Students will learn about the Scarab beetle and how its symbolism is used within Egyptian culture.</p> <p>Essential knowledge Reading to provide greater breadth: Who is Louise Bourgeois? Tate Kids</p> <p>They will focus on the presentation skills, developing their design and lettering skills, cutting/collaging images neatly and presenting work creatively.</p> <p>Students will recognise the characteristics and work of Louise Bourgeois and Katie Scott. They will be able to evaluate the differences between the work and explain the influences within their own work.</p> <p>Students will work with some guidance/independently to develop a selection of drawings of insects practising the techniques of: Creating Line, tone and texture with pencil, colour pencil, fine-line, or biro pens.</p> <p>Students will produce a detailed drawing from observation/copy of a Bug image provide by the Art Department. This will refer back to Egyptian Beetles, portraying symmetry and jewel like qualities.</p> <p>Students will create two final outcomes: An A4 detailed Egyptian style bug drawing using pencil, coloured pencil, or fine line pen.</p>	<p>Students are expected to respond to feedback using appropriate and challenging Art Vocabulary and ‘bring all together’ their knowledge</p>	<p>This knowledge will build on previous research from earlier half terms in Year 7 and will continue throughout Year 8 as they research Mexican Alebrijes (Spirit Animals) and Identity in Year 9.</p> <p>Students will further develop their knowledge and understanding of the use of symbolism within art work informed by their introduction in HT1,2,3.</p> <p>Students will develop their skills in drawing with pencil, fine line pen and Oil pastel that they developed in Year 7</p> <p>Students will then progress to creating final outcomes that demonstrate drawing and painting skills.</p>
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<p>outcomes: An A4 detailed bug drawing using pencil, coloured pencil or fine line pen.</p> <p>Mixed media 2D/3D Outcome Students will create a mixed media outcome producing a detailed insect using cardboard and relief techniques to create detail and the anatomy of an insect.</p> <p>End of Year drawing task -This will be completed as an Ambitious drawing activity throughout three lessons.</p>		<p>An A4 Mixed Media bug combining different elements/ body parts to create their own Frankenstein style creature. This 'Frankenbug' will show a mixture of materials such as colour pencil, collage and 3D relief.</p> <p>This will be completed as an Ambitious Live assessment drawing activity throughout three lessons.</p> <p>Essential knowledge Reading to provide greater breadth: Who is Salvador Dalí? Tate Kids</p>		
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