

Subject Curriculum Overview for Academic Year 2024/2025

Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 7	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Autumn Term 1 : <i>Exploring the Artistic Building Blocks: The Seven Elements</i>	End point: Students will create seven illustrative titles, each of which demonstrates one element of art. When student engage in drawing creative words related to the elements of art, they will: <ul style="list-style-type: none"> Explore the seven elements of art: line, shape, form, value (including tone, tint, and shade), texture, space (both positive and negative), and colour Know the versatile ways in which each of the elements can be harnessed to enrich artistic expressions Study the work of Alexander Calder making clear connections to the seven elements Acquire a vocabulary to describe various artworks, encompassing terms like vibrant, monochrome, and dynamic Learn how to master the art of harmonizing line, shape, and space to craft a drawing centred around an artist Create and illustrate the words representing the seven elements using provided guidelines 		Three-Dimensional	Starter Activity Students will engage in a starter activity at the start of every lesson. Each activity within a booklet designed specifically for each topic, will serve as a bridge between previous learning and the current lesson, prompting students to reflect upon their existing knowledge and experiences. By revisiting and activating prior learning, students will establish connections that facilitate the assimilation of new concepts. All starter activities are thoughtfully designed to not only reinforce theoretical knowledge but also to enhance practical skills.
	Autumn Term 2 : <i>Sculpting with Shadows: Exploring Form and Value</i>		Line	
	End point: Students will acquire the skills needed to craft six distinct tones through seamlessly transitioning gradients. Students will: <ul style="list-style-type: none"> Discover the art of applying pencil strokes with varying pressures Recognise the significance of selecting the right pencil for achieving effective gradients Know the difference between a H and B pencil Learn the process of transferring images through tracing paper and etching techniques Learn how to create accurate shapes using perspective methods such as one-point and two-point, guided by line and space Know how to effectively use gentle gradients to suggest shadow within a drawing Produce a drawing utilising soft gradients to imply tint, showcasing an understanding of light Gain insight into the role of value and form Learn how to explore the use of tint to capture light source direction within three-dimensional drawings Develop analytical writing skills by discussing artworks, delving into elements like style, composition, medium, technique, and mood Examine the application of formal elements of art within Alexander Calder's work Develop the skill to pinpoint the formal elements of art present within a given artwork 		Shape	Plenary Students will engage in a plenary task at the conclusion of each lesson, documented within the back of their sketchbooks, this serves as a crucial capstone to the learning experience.
			Form	
			Transition	The concluding activity is referred to as a 'vocabulary sheet' and serves to reinforce students comprehension of the new subject-specific terminology introduced during the lesson.
			Gradient	
			Graphite	
			Value	
			Tone	
			Tint	
			Shade	
			Form	
			Middle grey	
			Light source	
			Implied	

Subject Curriculum Overview for Academic Year 2024/2025

Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 7	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Spring Term 1: <i>Colourful Optical Illusion</i>	End point: Students will produce a colour optical hand illusion drawing, Students will: <ul style="list-style-type: none"> Know how an optical illusion is created Craft and artwork that showcases colour manipulation Understand the principles of optical illusions and how they can be applied in art Know how to create a colour gradient using a secure understanding of pressure covered in Autumn Term 1 Develop the skills to pinpoint the formal elements of art present within an optical illusion Gain insight into how to design and layout the hand illusion pattern to maximises its impact Learn to create the illusion of depth and dimensionality using colour gradients Discover how the use of value, colour and varied pressures make certain elements appear to pop out or recede Examine the application of formal elements of art within Yayoi Kusuma's work Understand Polka Dot aesthetic Know how the artist uses theme to explore themes of infinity 		Primary colours Secondary colours Gradient Transition Hue Analogous Complimentary Optical illusion	End of Term Testing End of term test serves as a comprehensive assessment that encapsulates the depth of students' learning and their practical abilities. This exercise gauges not only their mastery of acquired knowledge but also their aptitude for translating that knowledge into a tangible artistic creation. This combination of testing allows students to undergo a holistic evaluation of their artistic development.
Spring Term 2: <i>Unveiling the Art of Colour Theory</i>	End point: Student will create a precise depiction of the colour wheel using accurate painting techniques Students will: <ul style="list-style-type: none"> Learn about the intricacies of the colour wheel, encompassing primary, secondary, complementary, harmonious, and analogous hues Understand primary colours, learn about red, blue, and yellow as the fundamental building blocks of colour theory Know how to mix primary colours Recognise complementary colours, learn about colours opposite each other on the colour wheel, which create dynamic contrasts Discover analogous colours: understand adjacent colours on the colour wheel Learn Hue (colour), Saturation (intensity), and Value (lightness/darkness) Produce a coloured pencil representation of the colour wheel Know how varying the pressure of coloured pencils will create value Hone the skill of controlling pencil media to seamlessly blend different colours Develop an understanding of colour mixing utilising primary colours Attain proficiency in the precise application of watercolour 		Aesthetic Warm Cool Proportion Depth Block colour Vibrant Application	This multifaceted approach ensures a well-rounded assessment that not only measures their theoretical comprehension but also their capacity to manifest ideas onto paper. Ultimately, the end of term tests become a pivotal checkpoint, fostering growth by pinpointing strengths and areas for improvement, while also motivating students to refine both their cognitive grasp and artistic finesse.

Subject Curriculum Overview for Academic Year 2024/2025

	<ul style="list-style-type: none"> Distinguish primary, secondary, complementary, harmonious, and analogous colours in artwork Explore the creation of tints and shades by skilfully blending black and white with hues Know how to mix colours successfully to create diverse colour schemes such as monochromatic, harmonious, and warm/cool Study warm and cool colours and their emotional impact in artwork Explore colour psychology: discover how colours evoke emotions 	Harmonious Diverse Emotional Impact Convey	
--	--	--	--

Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 7	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Summer Term 1: <i>Pop Art: A vibrant exploration of Popular Culture</i>	End point: Students will craft a pop art-inspired collage by utilising colour paper and an onomatopoeia title handcrafted Students will: <ul style="list-style-type: none"> Study the pioneering works of Andy Warhol, Roy Lichtenstein, and Patrick Caufield in the Pop Art movement Recognise that Pop Art emerged in the 1960's Understand Andy Warhol's notable artworks, including iconic pieces like the Campbell's Soup Can series and portraits of Marilyn Monroe Learn about Roy Lichtenstein's well-known pieces like 'Whaam!' and 'Drowning Girl' Grasp the core principles underlying Pop Art creations Develop the ability to describe Pop Art creations using subject terminology Gain insight into how Pop Art draws inspiration from everyday culture and mass media Recognise the strategic use of vibrant colours in Pop Art Understand the impact of repeating objects and images, highlighting mass production concepts Identify the use of familiar symbols, celebrities, and products as a central theme in Pop Art Construct collages with harmonious colour palettes and effective layouts Learn how to arrange a collage composition for maximum visual impact Create an onomatopoeic title using coloured paper for added vibrancy Acquire skills to accurately depict proportions in still life drawings Learn the techniques for creating depth through tonal gradients Analyse Patrick Caufield's work to understand how colour schemes can create space within an artwork 		Colourful Comic Celebrity Bold Repetition Consumerism Pioneering Influence Mass media Whimsical Onomatopoeia Collage Iconic Bright Colour Palette	

Subject Curriculum Overview for Academic Year 2024/2025

<p>Summer Term 2:</p> <p><i>Pop Art: A vibrant exploration of Popular Culture</i></p>	<p>End point: Students will create a precise Pop Art-style still life painting using accurate painting techniques</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Create precise contours of still life objects ▪ Recognise the importance of using a light pencil outline before painting to prevent pencil marks from showing through ▪ Learn how to mix acrylic painting to achieve the desired colours and shades ▪ Develop brush control to apply paint with precision ▪ Experiment with the different types and sizes of brushes ▪ Know how to clean brushes and palettes, as well as proper care for acrylic paint materials ▪ Master the technique of blending acrylic paint to create smooth transitions and gradations between colours ▪ Learn how to use acrylic paint to effectively render highlights and shadows ▪ Understand the process of creating tint with white paint ▪ Produce various colour shades by incorporating black for darkness and white for lightness 	<p>Quick-drying</p> <p>Layering</p> <p>Pigment</p> <p>Acrylic Medium</p> <p>Colourful</p> <p>Mixing</p> <p>Render</p> <p>Highlights</p> <p>Gradations</p>	
--	--	---	--

How parents can support learning in the subject this academic year

Parents can play a crucial role in supporting their child's art learning during the academic year in various ways:

- **Provide resources:** Students are equipped with sketchbooks for class use and are provided with specialist materials during curriculum-embedded workshops. Having a designated art space at home can foster creativity
- **Encourage Exploration:** Encourage students to experiment with different art mediums and techniques, allowing them to explore their interests and express themselves freely. Parents can further support their child's in Art by engaging them in conversations about the tasks and skills they've practised in class. Students who revisit these skills outside of class and explain them to others tend to internalise their learning more effectively
- **Visit Museums and Galleries:** Expose students to a wide range of artworks. When students encounter artists and cultures as part of their learning journey, parents can show interest by exploring their work online or discussing it together
- **Discuss Artwork:** Engage in conversations about the artworks studies, including their techniques, emotions, and their stories behind the art
- **Review and Practice:** Remind students to regularly review their learning, especially leading up to end-of-term assessments. Encourage them to practice techniques and methods taught during the school day
- **Extra-Curricular Programme:** All students are encouraged to participate in extracurricular activities like Photography Club, Art Club, and Master's Art Class. These activities contribute to their creative community involvement, fostering positive interactions with peers across different levels and year groups
- **Respect Individual Style:** Emphasise the importance of celebrating individuality, personal styles, and creative expression

Subject Curriculum Overview for Academic Year 2024/2025

Recommended Reading

Investigating artists through various avenues can enrich students comprehension and classroom learning. Encourage them to delve deeper by researching artists in books or online, fostering a more comprehensive appreciation of their work.

Understanding the dedication and passion that artists invest in their work can serve as motivation for students to pursue their own artistic journeys. Exposure to artists from diverse backgrounds introduces students to an array of cultures, histories, and perspectives, enhancing their skills in artwork analysis and interpretation. Reading about artists cultivates critical thinking as students scrutinize the artists choices, intentions, and the impact of their creations.

Recommended reading:

- Art: A Children's Encyclopaedia – DK
- How to talk to children about art – Francoise Barbe-Gall
- A History of pictures for children – David Hockney
- The Tate
- The National Gallery
- The Vincent Van Gogh Museum
- ArtUK.org
- Google Arts & Culture

Points to note

Formative Assessment: *(Starter booklet)*

Students will engage in a starter activity at the start of every lesson. Each activity within a booklet designed specifically for each topic, will serve as a bridge between previous learning and the current lesson, prompting students to reflect upon their existing knowledge and experiences. By revisiting and activating prior learning, students will establish connections that facilitate the assimilation of new concepts. All starter activities are thoughtfully designed to not only reinforce theoretical knowledge but also to enhance practical skills.

Plenary *(Emphasis on subject language)*

Students will engage in a plenary task at the conclusion of each lesson, documented within the back of their sketchbooks, this serves as a crucial capstone to the learning experience.

Summative Assessment:

End of Term Testing

End of term test serves as a comprehensive assessment that encapsulates the depth of students' learning and their practical abilities. This exercise gauges not only their mastery of acquired knowledge but also their aptitude for translating that knowledge into a tangible artistic creation. This combination of testing allows students to undergo a holistic evaluation of their artistic development. This multifaceted approach ensures a well-rounded assessment that not only measures their theoretical comprehension but also their capacity to manifest ideas onto paper. Ultimately, the end of term tests become a pivotal checkpoint, fostering growth by pinpointing strengths and areas for improvement, while also motivating students to refine both their cognitive grasp and artistic finesse.

Homework: Homework assignments will be crafted to enrich students' grasp of historical and cultural connections, as well as the artists introduced during lessons. Students will have a span on two weeks to complete investigative homework pages and one week for technique practice tasks

Homework in art is essential as it provide practice for skill development, reinforces classroom concepts, fosters independent exploration, extends learning into art history and culture, nurtures critical thinking and cultivates a strong sense of ownership in students artistic journeys.