

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 7	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
The seven elements of art	<p>End point: Students will create seven illustrative titles, each of which demonstrates one element of art.</p> <p>Students will:</p> <ul style="list-style-type: none">Learn about the seven elements of art: line, shape, form, value (tone, tint, and shade), texture, space (positive and negative), and colour and how they are used in Art.Design and draw, using taught guidelines, the seven elements words,Learn how each of the elements can be used in artStudy the work of the artist Alexander Calder.Learn the vocabulary to describe artwork e.g., vibrant, monochrome, and dynamicLearn how to bring together line, shape, and space to create a page about an artistLearn the skills and language needed to analyse and evaluate their own work, and that of others; composition, illustrative title, colour scheme used by the artist, and the mood	Three-Dimensional Line Shape Form Transition Gradient Graphite Value Tone Tint Shade Form Middle grey Light source Implied	<p>A baseline assessment is completed at the start of each year through a practical task</p> <p>Summative assessment at the end of the autumn term to assess understanding of key learning points. End of term test will check students’ understanding and technical skill.</p>	
Value and Form	<p>End point: Students will create a soft tonal gradient drawing, using the correct method and material</p> <p>Students will:</p> <ul style="list-style-type: none">Learn how to create six different tones with a smooth transitionLearn to apply pencil at different pressuresLearn to draw accurate shape outlines using perspective (one-point and two-point) and lineLearn how to transfer an image using tracing paper and etchingProduce a drawing which uses soft gradient to imply shadeProduce a drawing which uses soft gradient to imply tintLearn the meaning of value and form, and how these elements shape a drawingLearn how tint is used to record the direction of a light source within a three-dimensional drawing			

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<p>Texture</p>	<ul style="list-style-type: none"> • Study the work of the artist Jim Dine • Write analytically about a piece of art, discussing style, composition, medium, technique, and mood • Paint using a watercolour technique (splattering) to capture shade within a response inspired by Jim Dine • Learn how to create a stencil from observation of a man-made form <p>End point: Students will create 3 tonal gradient drawings which create an implied texture (wood, fabric, and metal) using the correct method and material</p> <ul style="list-style-type: none"> • Study 6 drawings of textures • Learn how to identify the elements of art used to create a drawing of implied texture • Learn how to draw accurate outlines of shapes to create an implied texture • Learn how value and form are used to create a drawing of texture • Produce a drawing of three implied textures using a soft gradient • Study the work of Henry Moore • Learn how to use subject language to describe Henry Moore's drawings e.g. implied texture, mark making, cross hatching • Study the work of Christina Rinjevel • Learn how to create a gradient using watercolour to paint a background inspired by the work of Christina Rinjevel • Learn how line is used to create implied texture within a landscape painting • Study how foreground and background are created within an art piece using line • Produce a landscape study of the artist work using felt pen 	<p>Accurately Transfer Analyse Observation Space Implied / Actual Depth Foreground Background Cross-hatching Mixed media</p>	
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Subject: Art		Subject Leader: Miss Claire Parry	Year Group: 7	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
Colour Theory	<p>End point: Students will create an accurate study of the colour wheel, using the correct painting method</p> <ul style="list-style-type: none">• Learn about the colour wheel (primary, secondary, complimentary, and analogous colours)• Produce a drawing of the colour wheel using coloured pencil• Learn how to apply colour pencil at different pressures• Learn how to control the media of pencils to blend more than one colour within another• Learn how to mix different colours using the three primary colours• Learn how to apply paint neatly using watercolours• Learn how to identify primary, secondary, complimentary, and analogous colours• Study the work of Laura Yaga• Learn how to bring together colour scheme, collage and shape to create a page about the artist Laura Yaga• Paint and draw compositions using colour paper linked to Op Art (optical illusions)	Primary colours Secondary colours Gradient Transition Hue Analogous Complimentary Optical illusion Perspective Warm Cool Proportion Depth		
History of Art	<ul style="list-style-type: none">• Draw a smooth transition of value using coloured pencil• Produce a drawing using coloured pencils to imply form within an optical illusion• Learn to proportions to accurately draw a hand from observation• Learn in depth about gradient, colour and material properties• Learn how mix colours correctly as it relates to primary, secondary, intermediate, warm/cool, neutral, hue, value• Learn how to create a tint and shade mixing white and black with a hue (colour)• Learn how to mix colours correctly to create the following colour schemes:• Monochromatic, complimentary, analogous, split complimentary, double split complimentary, warm/cool	Block colour Vibrant Dull Mixed media		

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How parents can support learning in the subject this academic year

- All students are provided with sketchbooks for class use and specialist materials during workshops imbedded within the curriculum.
- Parents can remind students to regularly review their own learning, especially in the run up to end of half termly assessments. Encourage students to practice any techniques and new methods taught during the school day, practice makes perfect!
- Ensure students have a quiet space for working and materials where possible to support their home learning tasks.
- Parents can encourage students with their learning in Art lessons by engaging students in conversations on the tasks and skills they have used within class. Students who revisit these skills outside of class and explain them to others will embed their learning more swiftly than those who only visit the content in their art lesson.
- Students benefit from access to basic art equipment at home including pencils, sharpener, rubber, colour crayons, drawing paper and basic paints and brushes.
- When students are introduced to Artists and cultures as part of their learning journey it can be helpful if parents share and show an interest in their work – being available to investigate them or pull up examples of their work from the internet.
- Students can access the art rooms during lunch time to visit their teacher for help, ask questions or work on their homework tasks.
- All students in KS3 are encouraged to attend extracurricular activities throughout the year such as Photography club, Art club and master's Art class, this will help foster their place in our creative community and encourage positive relations and interactions with learners of all levels and year groups.
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Recommended Reading

When students are introduced to various artist finding out a little more about them from a range of sources can support and extend their learning in class. Encourage students to look them up in books or using the internet.

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

Useful websites:

- The Tate
- The National Gallery
- The Vincent Van Gogh Museum
- ArtUK.org
- Google Arts & Culture

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Points to note

Formative Assessment: Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen. Starter activities have been designed specifically for students to review a technique learnt in their previous lesson or a series of tasks specific to the historical link or artist covered in the lesson. The Art department will constantly assess students, (for example using questioning, demonstrations etc) and provide immediate verbal feedback during the lesson. At the end of each lesson there is a short plenary to review learning.

At the end of a topic, students review their own work in green pen.

Summative Assessment: At the end of each half-term students will complete a summative assessment that covers all areas learnt in the term. This will be a combination of written and drawing tasks.

Homework: Students will be set homework designed to enhance their understanding of the historical, cultural links and artist introduced in the lessons. They will be given 2 weeks to complete an investigative homework page and 1 week for technique practice tasks.