

## Art and Design Curriculum: Year 7

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
Subject Art and Design	Topic	Colour Theory	Colour Theory	Landscapes	Landscapes-clay tile	Mark making	Mark making- printing
	Why this and why now?	Primary schools vary in their delivery of art and design. Most students come with very little art and design knowledge, some come with none, and a few come with some basic knowledge of key words and experience of a basic range of materials and techniques. Starting with the colour wheel and learning the basics of colour theory will give students	Students will be asked to use colour and pattern in a variety of ways and using increasingly more complex techniques including mixing and blending colours using watercolour paint. This term they will use their growing understanding of colour theory to create pencil crayon studies that show how artists use colour to create visual texture. This will give them confidence to use a wider range of mark making techniques when learning new techniques using paint and collage card relief. Students will use the key words they learnt to write comments about their work and opinions about the work of others.	Students studied the colour wheel and will use this knowledge to select colours to use together when creating patterns and textures. They will extend their skills using pencil crayons and water colour paint by extracting and refining patterns from the two artists studied to develop their own landscape and fish patterns in 2D and in card relief. Students will use key art terms learnt last term to help compare and contrast artwork styles and techniques. Students will extend their understanding of what texture is in art by studying visual and tactile texture and the use of different patterns to create texture.	Students will use their mark making patterns and their knowledge of visual and tactile texture to experiment with pattern and texture by engraving and embossing patterns on a clay relief tile. Students will use their understanding of pattern and texture to create additional layers of visual texture on the surface of their clay tile using a range of clay tools to engrave and emboss the surface. Students will extend their written comments to include instructions in a step by step for their clay tile and evaluative comments when writing about their clay tile. Basic clay techniques will support students creating a simple 3d structure in y8. Simple decoration techniques will support students developing painting and pattern techniques on the surface of their clay structure in y8.	Students studied mark making and will use this knowledge to select patterns and textures to use together when creating a block print. They will extend their skills using printing ink by developing layers of pattern and colour that connects to their drawings and research when printing. Students will use key art terms learnt last term to help evaluate their finished pieces and take part in class discussions about theirs and others work. Students will extend their understanding of what texture is in art further by creating visual and tactile texture using these two new techniques.	Students will use their mark making patterns and their knowledge of visual and tactile texture to create a block print using layers of colour and pattern as well as using their understanding of colour to create layers of complementary colours in their block print. Multi layered poly block printing and card relief work will support students when creating a collagraph block using different textures and subsequent printing process in y8. Mark making work will support students with understanding which textures and patterns to use when creating their collagraph print in y8. Presentation techniques used in sketchbook will be the foundation to develop these skills in y8 and y9 and will support the use of sketchbooks through KS3 and KS4.
	What is the essential knowledge that needs to be remembered?	Control of water colour paint when mixing colours. Use of water to create tones with paint. Use of key words in verbal and written comments and opinions	Using patterns to create texture and shading with pencil crayon, pen and pencil. Use of water and white paint to create tones with paint. Producing a card relief that clearly connects to research.	Select and refine drawings to create a design for a clay relief tile that connects to the artists studied. Use of key words in verbal and written comments and opinions	Using patterns to create texture and pattern through clay relief. Controlled use of water colour paint to create colour on the surface of a clay relief tile.	Select and refine drawings to create a design for a print that connects to the artists studied. Use of key words in verbal and written comments and opinions	Using patterns to create texture and pattern through block printing. Producing a block print which shows at least 2 layers of colour and pattern and connects to research.

	Developing presentation skills in sketchbook. Producing independent research into an artist.	Understanding the meaning of visual texture and tactile texture. Comparing two piece of artwork.	Developing presentation skills in sketchbook.	Understanding how to use a range of tools to create controlled pattern and texture in clay relief. Evaluating the final clay relief tile.	Developing presentation skills in sketchbook.	Understanding how to use a range of tools to create controlled pattern and texture in printing. Evaluating the final print.
<b>What is the assessment intent and how will you assess?</b>	<i>Colour wheel painting (Half term 1) will be assessed and formal feedback given on a feedback slip/ MIB time given. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. (Formative assessment)</i>	<i>Exploring materials, ideas and artists work (Half term 2) Landscape drawings and paintings as well as artists research will be assessed with feedback given on a feedback slip/ MIB time given. All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group.</i>	Developing ideas to create a design, creating a step by step to show understanding of a new process (Half term 3) will be assessed and feedback given on a feedback slip/ MIB time given.	<i>Creating a final piece and evaluating it (Half term 4) clay tile as well as at least one written evaluation will be assessed with feedback given on a feedback slip/ MIB time given. All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group.</i>	Selecting and enlarging a chosen area of an image and refining ideas to create a design, creating a step by step to show understanding of a new process (Half term 5) will be assessed and feedback given on a feedback slip/ MIB time given.	<i>Creating a final piece and evaluating it (Half term 6) Block printing as well as at least one written evaluation will be assessed with feedback given on a feedback slip/ MIB time given. All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group.</i>
<b>What should the end point look like?</b>	Water colour painted 12 segment colour wheel. Water colour painted 3 segment primary and secondary colour wheels.	Water colour painted colour sums for secondary colours. Colour wheel presentation page including all colour wheels, title, decorated background and comments about the work.	David Hockney research including information, images and opinions about the work. Pencil crayon layered pattern boxes from Hockney's work (6). A5 Pencil crayon drawing of a Hockney painting showing the pattern work from 6 boxes.	Clay tile design. Relief clay tile.	Mark making boxes. Van Gogh mark making drawings and presented page including Van Gogh inspired background and title..	Block print design. 2+ colour block prints.
<b>How does it cover the NC</b>	Knowledge to experiment Develop a more rigorous understanding of art and design Skills to experiment Invent own works of art (exploring their ideas) Create own works of art Think critically about Art and Design Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work Practise and develop painting skills Increase their proficiency in the handling of different materials		Knowledge to experiment know about great artists and understand the historical and cultural development of their art forms. Develop a more rigorous understanding of art and design Understand how different time periods have impacted on styles and major movements from ancient times up to the present day Skills to experiment Invent own works of art (exploring their ideas) Create own works of art Invent works of design (exploring their ideas) Create works of design Think critically about Art and Design		Knowledge to experiment know about great artists and understand the historical and cultural development of their art forms. Skills to experiment Invent own works of art (exploring their ideas) Create own works of art Invent craft works (exploring their ideas) Create craft works Think critically about Art and Design Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work Increase their proficiency in the handling of different materials	

			<p>Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work</p> <p>Practise and develop drawing skills</p> <p>evaluate and analyse creative works using the language of art, craft and design in order to strengthen the visual impact or applications of their work</p> <p>use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</p> <p>Increase their proficiency in the handling of different materials</p>	
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