

### Art and Design Curriculum Year 7

| Year 7                        |   | HT1   | HT2   | HT3   | HT4   | HT5   | HT6  |
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| <b>Subject Art and Design</b> | <b>Topic</b>                                | Colour Theory   | Colour Theory   | Landscapes  | Natural forms   | Natural forms   | Mexican art  |
|                               | <b>Why this and why now?</b>                | <b>COLOUR</b> 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 initial grounding in the formal elements and will provide an opportunity to discuss the formal elements. Each project in KS3 will tackle one of the formal elements with some being repeated each year | <b>COLOUR AND PATTERN</b> 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. | <b>TEXTURE AND PATTERN</b> 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. | <b>LINE, TONE, FORM</b> In this project students will be looking at Natural forms and different drawing techniques. This will incorporate the next formal elements of line and tone with some pattern and composition. Learning how to draw using line only and how to use tonal shading on a 3D form. This will form a strong foundation stone to all drawing, working mainly in pencil to develop the basic handling of all tools eventually. | <b>LINE, TONE, FORM AND COMPOSITION</b> Students studied mark making, line drawing and tone and will use this knowledge to select appropriate techniques to recreate a more complex image. Learning to combine elements and introducing the concept of composition/ page layout and still life arrangement. | <b>CULTURAL DEVELOPMENT</b> Having studied/touched on most of the formal elements throughout year 7, students should be building confidence to be able to identify these elements and select them when looking at the work of other artist, designers and cultures. This will be a fun round up to the year which will return to colour and pattern but also cover the last formal element of <b>SHAPE</b> . Different artist have been looked at but this is the first introduction into a culture. |
|                               | <b>What is the essential knowledge that</b> | What are primary and secondary colours. What are harmonious and complimentary colours.  | Using patterns to create texture and shading with pencil crayon, pen and pencil.  | Select and refine drawings to create a design for a clay relief tile that   | Use of line when drawing, Use of tone when drawing, especially to create form.  | Understanding how to compose a still life. What is composition.   | What are the shapes and colours identified with Mexican art,   |

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| <p><b>needs to be remembered?</b></p>                                | <p>Control of water colour paint when mixing colours.<br/>Use of water to create tones with paint.<br/>Use of key words in verbal and written comments and opinions<br/>Developing presentation skills in sketchbook.</p>  | <p>Use of water and white paint to create shades with paint.<br/>Understanding the meaning of visual texture and tactile texture.<br/>Comparing two pieces of artwork. Researching an artist.</p>   | <p>connects to the artists studied.<br/>Use of key words in verbal and written comments and opinions<br/>Developing presentation skills in sketchbook.</p>  | <p>Handling of pencil to create a range of tones.<br/>Use of collage to create interesting surfaces on which to draw.</p>  | <p>Producing a tonal, drawn still life composition. Use of key words in verbal and written comments and opinions<br/>Developing presentation skills in sketchbook.</p>                                | <p>Alebrija. (Geometric, triangles, castellation)<br/>Origins and traditions of Alebrija and how these relate to spirit animals<br/>Imaginative blending of two or more animals considering themes and symbolism</p> |
| <p><b>What is the assessment intent and how will you assess?</b></p> | <p><i>Colour wheel painting) will be assessed and formal feedback given on conversation log with reference to progress sheet. MIB time given. Continued experimentation with different colour mixing will be less formal but still will be given verbal and written feedback so to encourage risk taking and experimentation as a means to Make It Better.</i></p> | <p><i>Exploring materials, ideas and artists work. Copies of Landscape drawings and paintings as well as artists research will be assessed with feedback given on conversation log. 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></p> | <p>Developing ideas to create a design, creating a step by step to show understanding of a new process that is using clay One to one verbal advice supported with written feedback for actual tile.</p> | <p>Willingness to experiment with different ways of handling pencil. Not directly assessed but more coached to encourage experimentation, willingness to make mistakes in order to develop creatively. Use of self and peer assessment to generate discussion about work and the different methods experienced</p> | <p>Continued coaching before a final composed still life is drawn looking at tonal control and composition as well as accuracy and detail. Verbal then written feedback given in conversation log</p> |  |
| <p><b>What should the end point look like?</b></p>                   | <p>Water colour painted 12 segment colour wheel.<br/>Water colour painted 3 segment primary and secondary colour wheels.</p>   | <p>David Hockney research, including information, images and opinions about the work.<br/>Copy of Hockney landscape by small sections initially, showing the pattern work from 6 boxes. Then whole piece in paint and pencil crayon</p>   | <p>Clay tile of Hockney Landscape with impressed design work and patterns. Some may include some relief but this skill is part of stretch and challenge in year 7</p>                                   | <p>Series of drawings of natural objects created with experimental mark making, i.e. wrong hand, continuous line, timed studies, eyes shut. These will be presented together to make a presented double page in the sketchbook as a minimum.</p>   | <p>A4 size still life drawing of a group of objects fitting in the category of natural Forms.</p>   | <p>Research into the Alebrija tradition</p>  |

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| <p><b>How does it cover the NC</b></p> | <p>NC<br/>         Knowledge to experiment<br/>         Develop a more rigorous understanding of art and design<br/>         Skills to experiment<br/>         Invent own works of art (exploring their ideas)<br/>         Create own works of art<br/>         Think critically about Art and Design<br/>         Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work<br/>         Practise and develop painting skills<br/>         Increase their proficiency in the handling of different materials</p> | <p>NC<br/>         Knowledge to experiment<br/>         know about great artists and understand the historical and cultural development of their art forms.<br/>         Develop a more rigorous understanding of art and design<br/>         Understand how different time periods have impacted on styles and major movements from ancient times up to the present day<br/>         Skills to experiment<br/>         Invent own works of art (exploring their ideas)<br/>         Create own works of art<br/>         Invent works of design (exploring their ideas)<br/>         Create works of design<br/>         Think critically about Art and Design<br/>         Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work<br/>         Practise and develop drawing skills<br/>         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<br/>         use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas<br/>         Increase their proficiency in the handling of different materials</p> | <p>NC<br/>         Knowledge to experiment<br/>         know about great artists and understand the historical and cultural development of their art forms.<br/>         Skills to experiment<br/>         Invent own works of art (exploring their ideas)<br/>         Create own works of art<br/>         Invent craft works (exploring their ideas)<br/>         Create craft works<br/>         Think critically about Art and Design<br/>         Students should record their experiences (Reflections) / analyse and evaluate their own work in order to strengthen the visual impact or applications of their work<br/>         Increase their proficiency in the handling of different materials</p> |
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