

YEAR 7 ART CURRICULUM			
RATIONALE	Our Art Department aims to provide an important outlet for the communication and expression of ideas, feelings, and beliefs as well as for physical, spiritual and emotional development. Sequential learning experiences provide individuals with the necessary skills and confidence to embrace the arts throughout their lives.	BRITISH VALUES	Mutual Respect & Tolerance of other’s ideas, opinions and critique within class discussions and peer assessment
Year 7 Curriculum Art	Unit 1	Unit 2	
TOPIC	FORMAL ELEMENTS AND NATURAL FORMS September - April	CLAY PLAQUE INSPIRED BY HERITAGE May - July	
GENERATE IDEAS	<ul style="list-style-type: none"><li>• Discuss and observe the work of other artists (what is Art PPT)</li><li>• Explore new materials</li><li>• Complete design studies for 2D, 3D and craft outcomes</li><li>• Knowledge of the formal elements to develop a range of work</li><li>• Explain or show how work links to the style of an artist</li><li>• Use a variety of drawing approaches to record from life and secondary sources</li><li>• Develop practical skills through experimenting with a range of media and techniques</li></ul>	<ul style="list-style-type: none"><li>• Explore new materials</li><li>• Complete design studies for 2D, 3D and craft outcomes</li><li>• Develop mood boards to inspire an outcome</li><li>• Recall knowledge of the formal elements to further develop work</li><li>• Explain or show how work links to the style of an artist</li><li>• Develop practical skills through experimenting with a range of media and techniques</li></ul>	
MAKE	<ul style="list-style-type: none"><li>• Chalk pastel mini pumpkin drawing using direct observational drawing</li><li>• Printmaking using fruits and vegetables</li><li>• Collage and painted fruit image</li><li>• Ice sculptures trapping nature</li><li>• Make a minimum of two handmade painting tools using found objects (recycling)</li><li>• Textured painting using the handmade brushes</li><li>• Hot and Cold designs using a choice of media</li><li>• Creative colour wheel</li><li>• 3D or collage fruit.</li><li>• Experimental collage work</li><li>• Creative sketchbook pages</li><li>• Drawing from direct observation</li><li>• Mark making and recording from direct observation</li></ul>	<ul style="list-style-type: none"><li>• Design sheet in response to own heritage</li><li>• Thumbnail sketches</li><li>• Templates</li><li>• Clay plaque</li><li>• Drawing</li></ul>	
KNOWLEDGE	<ul style="list-style-type: none"><li>• Formal Elements</li><li>• Colour mixing</li><li>• Colour theory</li><li>• Drawing and painting skills</li><li>• Shade and tone and effective use of mark making</li><li>• Improve technical skills</li><li>• Learn to refine and modify designs</li><li>• The ability to choose materials to suit intended outcome for collage work and colour project</li><li>• Shading techniques applied to drawings to reinforce skills learned</li><li>• Make links between art and design and other subjects / areas of the curriculum</li><li>• Learn to review and modify ideas</li><li>• Gain an understanding into safe working practice with printing tools and equipment</li><li>• Understand the necessity to clean print equipment/ rollers and keep the working area clean and tidy</li><li>• Artist research and creative presentation of the information gathered in reference to Fruit Art. This will form part of a timeline and the knowledge will be shared as part of the “Drop everything and read” initiative with the rest of the class.</li></ul>	<ul style="list-style-type: none"><li>• Artist research</li><li>• Clay tools and equipment names</li><li>• Health and safety regarding clay tools and equipment</li><li>• Use of ICT to research artists</li><li>• Investigating</li><li>• Improve technical skills</li><li>• Learn to refine and modify designs</li><li>• Increase proficiency in their execution and handling of different materials</li><li>• Developing own views and making reasoned judgements</li><li>• Research</li><li>• Express and realise ideas</li><li>• Discuss and observe the work of other artists</li><li>• Social and Political investigations</li><li>• Explore own Heritage</li><li>• Knowledge of composition</li></ul>	

	<ul style="list-style-type: none"> <li>• Make informed choices about media, techniques, and processes</li> <li>• Understand what the colour wheel is and how colour can be arranged and combined to make effective combinations.</li> <li>• Developing their own views and making reasoned judgements</li> <li>• Critical study of Artists’ styles and expressing opinions</li> <li>• Using a viewfinder</li> </ul>	
EVALUATE	<ul style="list-style-type: none"> <li>• AFL used as part of peer discussion and analysis of work</li> <li>• Learn to refine and modify ideas</li> <li>• Peer and self- assess</li> <li>• Annotate own work</li> <li>• Investigating, analysing, designing, making, reflecting, and evaluating</li> <li>• Take risks and learn from mistakes</li> <li>• Class critiques</li> <li>• Evaluate and analyse creative works using the language of art, craft, and design</li> </ul>	<ul style="list-style-type: none"> <li>• AFL used as part of peer discussion and analysis of work</li> <li>• Learn to refine and modify ideas</li> <li>• Peer and self- assess</li> <li>• Annotate own work</li> <li>• Take risks and learn from mistakes</li> <li>• Class critiques</li> <li>• Evaluate and analyse creative works using the language of art, craft, and design</li> </ul>
LITERACY LINKS	<ul style="list-style-type: none"> <li>• <i>If I was inside the painting</i> (an imaginative description of a surreal fruit painting given to them at random) reinforcing writing skills</li> <li>• Analyse and evaluate effectiveness of handmade paintbrushes</li> <li>• Evaluate and analyse creative works using the language of art, craft, and design</li> <li>• Artistic terminology</li> <li>• Annotation</li> <li>• Nine letter nature word (Typography)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and analyse creative works using the language of art, craft, and design</li> <li>• Literacy links: Artistic terminology with specific reference to clay</li> <li>• Use of ICT to research the work of other Artists</li> <li>• Annotation</li> </ul>
NUMERACY LINKS	<ul style="list-style-type: none"> <li>• Scale and proportion</li> <li>• Pattern</li> <li>• Measuring</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Measuring</li> <li>• Pattern</li> </ul>
ARTISTS	<ul style="list-style-type: none"> <li>• Emma Dibben</li> <li>• Azuma Makoto</li> </ul>	<ul style="list-style-type: none"> <li>• The Singh Twins</li> </ul>
CAREER LINKS	<ul style="list-style-type: none"> <li>• Illustrator Emma Dibben - designer of Waitrose packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Ceramicist – Richard Oliver</li> </ul>