

Art Curriculum Overview – Year 7

Sequencing of topics 18 -week Rotation	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Basics for drawing skills</p> <p><i>-mark making</i></p> <p><i>-Shading</i></p> <p><i>-grid method scaling</i></p>	<p><i>Baseline assessment of still life. (Pencil case contents)</i></p> <p>The main stages of drawing from how to position the pencil, mark making & developing control.</p> <p>Main ways to apply shading depending on light, (3D) texture and composition.</p> <p>Accurate observation based on primary observations, ie still life / objects etc.</p> <p>Artist and connected <i>art movements</i> are mentioned to give context to still life. Cezanne, Matisse, Van Gogh etc <i>Vanitas, Memento Mori</i></p> <p>Linear perspective is explored and will link to single point perspective later in the year.</p> <p>Composition & display techniques.</p> <p>Written glossary of art terms /</p>	<ul style="list-style-type: none"> • Assessment • Line variation • Mark making using various shading styles • Learning to draw what is seen not what is perceived. • Problem solving by reacting to art material limitations. • Learning to draw accurate scale and perspective. <p>Literacy –spelling, & grammar. (Art Glossary)</p> <p>Numeracy -grid method</p>	<p>Baseline assessment</p> <p>Self & peer assessment.</p> <p>End of term re-assessment. (teacher)</p>	<p>Every two weeks *</p> <p>S.E.R.V.I.A.M- it's meaning and Ursuline badge</p> <p>A shaded object from home – using line variation.</p> <p>Crosshatch and parallel shading. (Fruit)</p> <p><i>*Homework topics are subject to change when external art competitions become available.</i></p>	<p>Appreciation of art</p> <p><i>Beautiful objects and nature</i> (fruit & leaf drawing).</p> <p><u>Appreciation of life over material wealth via Vanitas</u></p> <p>Morality & Ethics</p> <p><u>Connections to careers</u></p> <p>Graphic designer</p> <p>Illustrator</p> <p>Fine artist</p>	<p><i>Building on Baseline.</i></p> <p>To become proficient in drawing/ know about great artists/ have a historical understanding, – <i>Art Curriculum.</i></p> <p>Drawing is at the heart of art, craft and design – from initial sketches and detailed observations to wild mark-making and expressive lines – and forms a core element of the practice of artists, craftspeople and designers.- <i>Edexcel</i></p> <p>To produce creative work, exploring their ideas and recording their experiences – <i>Curriculum</i></p> <p>Mono colour paintings are linked to facial pencil drawings & object drawings from previous half term</p>

	words started in Year 7 (<i>literacy</i>) & throughout Key Stage 3.					
Autumn Term 2						
Colour theory	<p>The main stages of the colour wheel, terminology and colour types, (Primary, secondary & tertiary) colour groups. I.e. Harmony, Complementary.</p> <p>Connection to artists in a historical context with an introduction to the <i>impressionist</i> movement (& artists such as <i>Van Gogh, Cezanne, Monet, Manet</i>) & <i>Fauvism</i> art style. (Artist: <i>Andre Derain</i>)</p> <p>Tones, Tints, Shades and Hues explored.</p> <p>Blending & measured colour mixing.</p> <p>Mono colour paintings of objects and faces help to develop colour shading, colour highlights & tonal variation. Correct use of mixed media.</p>	<ul style="list-style-type: none"> Mathematical division of a circle and ratio mixing of paint Accurate colour blending. To research and inform via art responses to the given artists. Exploring the limitations of the art martials <p>Literacy –spelling, & grammar. (Art Glossary)</p> <p>French artist (Eiffel Tower landscape) – learning about different cultures.</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p>	<p>Every two weeks*</p> <p>Primary colour initials & 4- section abstract leaf</p> <p>Artist page on Andre Derain</p> <p>Fauvism - special place</p> <p><i>*Homework topics are subject to change when external art competitions become available.</i></p>	<p>Joyful – appreciation of a new style of art – Independent expression through artwork.</p> <p>Compassion, injustice – via art history Van Gogh</p> <p>Cross curriculum – MFL Modern Foreign Languages</p>	<p>To produce creative work, exploring their ideas and recording their experiences – <i>Curriculum</i></p> <p>Mono colour paintings are linked to facial pencil drawings & object drawings from previous half term</p> <p>DoE Curriculum content. 8. Knowledge and understanding</p> <ul style="list-style-type: none"> the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> colour line form

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Spring Term 1

<p>Facial proportions / Portraits</p> <p>Further development linking onto previous portrait work. From early shading techniques in the first term and colour theory – students now learn about ‘colour wash’ techniques.</p> <p>Shading, tone, highlights using colour dilution. Dabbing off and paint removal.</p> <p>Single point perspective. This links to early great Watercolourists. (<i>Vincent Van Gogh, John Singer Sargent, Whistler</i>)</p> <p>Learning single point perspective ‘Rowing boat’ using horizon, vanishing point & guidelines. Student add detail & develop ideas. Inc. a waterscape. Terminology added to <i>Art Glossary. (Literacy)</i></p> <p>Numeracy – measurements and calculations of facial proportions.</p>	<p>Watercolour paint control, a completely different discipline to poster, acrylic or oil paints.</p> <p>New ways of looking at light and the application of paint via artist studies.</p> <p>Expanding on the concept of perspective, students learn how to create the illusion of depth through scale (<i>maths</i>)</p> <p>Literacy –spelling, & grammar.</p> <p>Learning single point perspective ‘Rowing boat’ using horizon, vanishing point & guidelines. Student add detail & develop ideas.</p> <p>Inc. a waterscape.</p> <p>Terminology added to <i>Art Glossary. (Literacy)</i></p> <p>Numeracy – measurements and calculations of facial proportions.</p>	<p>Self-assessment & peer assessment</p> <p>Teacher assessment</p> <p>Self-assessment & peer assessment</p> <p>End of term / rotation assessment</p>	<p>Every two weeks *</p> <p>Self portrait</p> <p>A landscape using single point perspective.</p> <p><i>*Homework topics are subject to change when external art competitions become available.</i></p>	<p>Faith-filled and joyful appreciation of art as a form of celebrating nature, God & the world.</p> <p>Studying facial features and difference.</p> <p>Tolerance of difference.</p> <p>inner peace and calm. - Sea, island & imagination</p> <p>Portrait artist</p> <p>Architect</p>	<p>Further development of portrait work linked to previous term.</p> <p>New topic - single point perspective will help to inform later compositions. This in turn will be built upon for exaggerated perspective and foreshortening –in KS4</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>
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Spring Term 2

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Summer Term 1						
Summer Term 2						