

Year 7 Curriculum – 2022-23

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	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Formal Elements: Weekly focus. Introduction to Formal Elements in Art: Drawing skills. Drawing 3D shapes! Use of line and tone! Pattern! Outcome inspired by the artist's print.</p>	<p>Formal Elements: Weekly focus. Introduction to Formal Elements in Art: Drawing skills. Feature using mark making techniques! Using the Formal Elements! Personal response using the Formal Elements.</p>	<p>Tom Shamp: Representations based on the artist's work! Looking at creative typography.</p> <p>Contemporary sources! Representation of sketchbook work and research! Colour theory! Drawing! Variety of media! Colour pencil! Blending skills! Proportion! Composition plans! Personal outcome.</p>	<p>Ullrich: Abstract 3D project based on the work of Duchamp.</p> <p>Contemporary sources! Representation of sketchbook work and research pages! Continuous line! Composition plans! Variety of media! Markers! 3D Outcome</p>	<p>All Things Natural: Representations based on the artist, Georgia Keefe</p> <p>Contemporary sources! Representation of sketchbook work and research pages! Colour theory! Extended! Watercolour and block paint use! 4' ser. ational Drawing</p>	<p>All Things Natural: Watercolour 4' ser. ational Drawing</p> <p>Composition plans! Personal response</p>
<p> Pupils should be taught to develop their creativity and ideas and increase proficiency in their education. They should develop a critical understanding of artists' practices and designers' (pressing reasoned judgements that can inform their own work.</p>						
Rational Curriculum Knowledge 9 Understanding	<ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media including painting • to increase their proficiency in the handling of different materials • to analyse and evaluate their own work and that of others in order to strengthen the visual impact or applications of their work • about the history of art, craft, design and architecture including periods, styles and major movements from ancient times up to the present day. 					
Assessment	<p>Formal Elements: Pupils complete a series of line drawing assessments.</p> <p>Students focus on a different formal element task every few weeks.</p> <p>Sketchbook pages showing skills related to formal elements in drawing.</p>	<p>Formal Elements: Pupils complete a series of sketchbook pages: Exploring various media! Evaluating and annotating their own work and work of others! Creating their own unique outcomes.</p> <p>Ability to demonstrate feature using mark making techniques! create an accurate mixed media outcome demonstrating a</p>	<p>Tom Shamp Graphics: Pupils complete a series of sketchbook pages:</p> <p>Contemporary sources! Representation of sketchbook work and research! Colour theory knowledge! Drawing ability! Ability to handle a variety of media! Colour pencil! Blending skills! Pencil</p>	<p>Ullrich 3 &: Pupils complete a series of sketchbook pages:</p> <p>Contemporary sources! Representation of sketchbook work and research pages! Continuous line! Composition plans! Variety of media! Markers! 3D Outcome and Evaluation of work</p>	<p>Keefe's Painting: Pupils complete a series of sketchbook pages:</p> <p>Contemporary sources! Representation of sketchbook work and research pages! Colour theory knowledge! usually and thorough annotation! Ability to handle Watercolour and block paints! skill</p>	<p>Keefe's Painting: Pupils complete a series of sketchbook pages:</p> <p>Composition plans! Annotation and evaluation! Personal</p>

		. ariety of media and knowledge of t e formal elements.	%roportion! Composition %lans! %ersonal 4utcome.		le. el of o' ser. ational Drawing	
W y t is<	<p>Formal elements underpin t e w ole of t e Art and Design curriculum.</p> <p># e students e(plore eac formal element wit in t is sc eme of learning.</p> <p>4' ser. ational Drawing is a key and fundamental skill t at supports all aspects of t e pupil's de. elopment t roug all Key *tages of t e art curriculum.</p> <p>De. eloping and re7ning drawing skills is important t roug t e o' ser. ational study of o' -ects and forms.</p> <p>Drawing skills support all aspects of t e pupil's de. elopment t roug all Key *tages.</p>	<p>Formal Elements:</p> <p>E(ploing a . ariety of media stretc es and c allenges t e students to ' e a' le to create o' ser. ational drawings wit any media of c oice.</p> <p>#om * amp 0, rap ics2:</p> <p>Conte(tual *tudy underpins all aspects of t e Art and Design curriculum. # e students look , rap ic designers work #om * amp 1 t is is t e students 7rst introduction to an artist and gi. es t e students a glimpse of w at , C*E , rap ic Communication work looks like.</p> <p># e students start to de. elop t e understanding of t e work of artists and responding t roug t eir own practice allows t e pupils to de. elop t eir own skills in relation to t e wider world of art and create a personal and uni&ue response.</p> <p>W ilst learning a' out t e work of artists t ey are ' uilding upon t eir prior learning and ' eing introduced gradually to new medias. \$earning and consolidating t eir prior knowledge of . arious medias and colour t eory will allow t em to create successful outcomes.</p> <p># e students touc upon t e importance of di5erent cultures wit in a omework task. # e students de. elop t e understanding of t e work of ot er cultures ' ot past and present and responding t roug t eir own practice allows t e pupils to de. elop t eir own skills in relation to t e wider world of art and culture.</p>		<p>De' u5et 03D2:</p> <p>Conte(tual *tudy underpins all aspects of t e Art and Design curriculum. # e students look at t e work of De' u5et to introduce t em to di5erent tec ni&ues and medias in order to produce a 3D response.</p> <p>46Keefe 0%ainting2:</p> <p>*tudents ' uild upon t eir prior knowledge of colour t eory w en using ' lock paints and watercolour palettes. # ey use t eir prior knowledge of mark making tec ni&ues and making t eir work look 3D and realistic t roug t eir knowledge of t e formal elements.</p> <p># ey create t um' nail and composition plans to draw to record ideas to de. elop t oug t processes. # is allows t em to ' ecome criticall e. aluati. e and re: ecti. e learners. # is is anot er key and fundamental skill t at supports all aspects of t e pupil's de. elopment t roug all Key *tages of t e art curriculum.</p> <p>De. eloping and re7ning drawing skills is important t roug t e o' ser. ational study of natural o' -ects and forms.</p> <p>" nderstanding of ' asic colour t eory and t e application of painting tec ni&ues forms t e ' asis for future pro-ects and furt er art study.</p>		<p>46Keefe 0%ainting2:</p> <p>Conte(tual *tudy continues to underpin all aspects of t e Art and Design curriculum. Continuing to de. elop t e understanding of t e work of Artists and responding t roug t eir own practice in di5erent ways allows t e pupils to de. elop t eir own skills in relation to t e wider world of art. # e students respond to t e work of t e artist ' y creating t eir own painting in t eir style.</p> <p>\$earning and consolidating t eir prior knowledge of . arious medias allow t em to successfully create successful outcomes.</p> <p># ey learn to e. aluate t eir work.</p>
W y now<	<p>Fundamentals of t e K*3 course. 3aseline work to elp identify pupil's capa' ilities and understating of t e formal elements of art.</p>	<p># e students a. e learnt t e fundamentals of t e formal elements w ic t ey can use to create outcomes in response to t e work of artists w ilst applying t eir knowledge of colour t eory in response to artists work. De. eloping ' asic colour t eory and understanding will support future assignments.</p> <p>Engagement t roug t e work of ot er artists. %upils to ' egin to recognise t e importance of understanding t e work of ot ersl in relation to t eir own practice.</p> <p>E(panding and de. eloping o' ser. ational drawing skills</p>		<p>%upils to ' egin to recognise t e importance of understanding t e work of t e wider art world ' eyond drawing and ' egin to see it in a more a' stract form t roug 3D sculpture.</p> <p>Designing and e(ploing ideas from t eir own t oug ts is a crucial stage of t eir de. elopment as young artists. Encouraging pupils to work wit more a' stract t oug t processes leads to greater creati. e outcomes.</p>		<p>Engagement t roug t e work of ot er Artists. %upils continuing to recognise t e importance of understanding t e work of ot er artists.</p> <p>E(perimentation t roug paint is one of t e most c allenging medias w ic needs t e fundamentals of drawing and mark making and ndling of</p>

Summative Assessment: Students are marked holistically with work mirroring the AQA assessment objectives which are watered down to make 4 categories of bronze, silver, gold and medal.

Year 7: End points

- Low ability group identified as #bronze\$ on the success criteria of tasks within lessons will be able to plan their composition of their outcomes using a .iew7nder creating at least two composition plans prior to their final outcome which will show some similarities to the work of the artist(s) studied. When exploring different medias they will show 'basic' ability and skill. # they should 'be' able to present their work in their sketch book with care and demonstrate a developing ability to annotate and self-evaluate their work.
- Middle ability group identified as :silver6 on the success criteria of tasks within lessons will 'be' able to plan their composition of their outcome using a .iew7nder carefully1 creating at least two composition plans prior to their final outcome. # their final outcome will 'be' imaginative and show similarities to the work of the artist(s) studied. When exploring different medias they will show ability and skill for example when using colouring pencils they will avoid ; ; at6 colouring in. # they should 'be' able to present their work in their sketch book with care and demonstrate a developing ability to annotate and self-evaluate their work. When using watercolour they will 'be' able to layer and 'blend'. # they should 'be' able to present their work in their sketch book with thoughtfully and demonstrate an ability to annotate and self-evaluate their work.
- High ability group identified as :gold6 on the success criteria of task within lesson will 'be' able to plan their composition for their final outcome with great care using a .iew7nder creating at least 3 composition plans. # their final outcome will 'be' a 'old' which has many similarities to the work of the artist(s) studied. # they will show

