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| **Year 7 – Art and Design** |
| **Curriculum intent** | The aim of the Art and Design curriculum is to ensure that all students have the self-confidence and resilience to explore ideas. To know about the fundamental elements of art. Students will learn how to use a sketchbook, and record a range of drawing and painting techniques. This is in order to become more proficient in the handling of media, and know what the formal elements of art are, (line, shape, tone, form, texture, colour and pattern). To understand and respect that there are rules when using these components, and be aware of different ways of working across time and places.  |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Knowledge** | **The Formal Elements of Art****Practical:** To record drawing studies connected to the formal elements of art. To record mark making techniques to show tone, texture and pattern. To be able recognise how holding equipment in different ways can achieve different outcomes. **Theory:** To know and recall what the formal elements of art are. To be able to use these elements when discussing works of art. | **The Formal Elements of Art** **Practical:** To further explore drawing techniques using a range of dry and wet media. To know and understand that drawing can be for different purposes. **Theory:** To know about great artists and artworks. To connect with drawing and painting techniques used both past and present.  | **Music in Art****Practical:** To investigate line, shape and colour connected to the work of others. To know and gather ideas about drawing and painting techniques.**Theory:** To know about the work of Modern Art. | **Music in Art****Practical:** To investigate ideas connected to senses. To use these ideas to inspire artwork both 2D and 3D. **Theory:** To know about Abstract art. | **World Art****Practical:** To investigate colour theory, pattern and design. **Theory:** To know about World Art and how this has had an important influence on Western art. For example, African Art.  | **World Art****Practical:** Texture and colour theory using printing and resist techniques**Theory:** Knowledge about World Art and how this has inspired art, craft and design. To understand the practice of artists and sculptors as opposed to designers and craftworkers. |
| **Skills** | Drawing techniques linked to primary and secondary sources. Critical thinking linked to key terms and the work of others. | Grid work linked to primary and secondary sources. Critical thinking and expressing ideas linked to still life paintings. | Textural and pattern studies. Mixed media techniques.  | Research and drawing studies connected to spirals in nature and planet Earth. | Mixed media and textile skills.  | Colour theory application, and World Art. |
| **Assessments** | Focussing on knowledge and skills linked to the formal elements of art. A mini assessment at half term. | Drawing studies, and knowledge about terminology. A mini assessment at half term and skills tested.  | Recall about the fundamental elements and vocabulary linked to the new knowledge organiser. A mini practical assessment at half term. | Textural studies and mixed media assessment. Keywords and spellings will be recalled with a mini assessment. | Media assessment. | Final sketchbook and end of year 7 assessment.  |
| **Enrichment** | <https://www.tate.org.uk/kids/make/colouring-book/colour-still-life> | <https://www.tate.org.uk/kids/make/cut-paste/go-on-colour-walk> | <https://www.culturestreet.org.uk/artist.php?id=1> | <https://www.tate.org.uk/kids/explore/top-5/top-5-sculptures> | Visit to an Art gallery or exhibition.  | <https://www.tate.org.uk/kids/explore/who-is/who-chris-ofili> |