



### Curriculum Overview – Year 7 Art

Week	1	2	3	4	5	6	7	8
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<p>A <b>Foundation project</b> which introduces students to the key skills and concepts of Art including:</p> <ul style="list-style-type: none"> <li>• Initial <b>FORMAL ELEMENTS</b> – line, tone, texture</li> <li>• Use of sketchbook and presentation skills.</li> <li>• Ways of seeing/observational drawing/proportion in portraiture</li> <li>• Colour theory – Who were the Fauves?</li> <li>• Looking at other Artists/Genres</li> </ul>							
<b>Lesson Topics Sequence &amp; Content</b>	<p><b>Baseline test</b> Explain the purpose of the baseline test. Set expectations- little guidance, checking their current knowledge and skill base.</p>	<p>Sketchbooks Labels Drawers Equipment</p> <p>Introduce the use of the sketchbook. Discuss/share good practice,</p> <p>Practical element looking at different line drawing techniques/ doodling/pattern.</p>	<p>Pen and ink demo. Mark making using Van Gogh as a starting point.</p>	<p>Looking at Tone – Practical element creating a tone table.</p>	<p>Colour Theory Creating a colour wheel.</p>	<p>Introduction into the Fauves – Who were they? Why are they important? What does ‘Fauves’ Mean? Creating an Art research page.</p>	<p>The importance of observation. What does it mean to look? What effects can looking very closely have on our Art? Looking at proportion in drawing. Using a mirror draw a self-portrait using Continuous Line A4 in size</p>	
<b>Key Assessments</b>	Baseline Assessment					Introduction to the Progress tracker and first assessment		



Week	9	10	11	12	13	14	15	16
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<p>A <b>Foundation project</b> which introduces students to the key skills and concepts of Art including:</p> <ul style="list-style-type: none"> <li>• Initial <b>FORMAL ELEMENTS</b> – line, tone, texture</li> <li>• Use of sketchbook and presentation skills.</li> <li>• Ways of seeing/observational drawing/proportion in portraiture</li> <li>• Colour theory – Who were the Fauves?</li> <li>• Looking at other Artists/Genres</li> </ul>				<p><b>Introduction into Printmaking</b> Collagraph printing project which explores strong insect/organic shapes but allows the development of surface texture and experiments with colour.</p> <ul style="list-style-type: none"> <li>• Collograph plate</li> <li>• Series of collograph prints.</li> </ul>			
<b>Lesson Topics Sequence &amp; Content</b>	<p>Produce a personal response/outcome.</p> <p>Using knowledge of Different lines/texture mark making/tone/colour create a combined self-portrait.</p>			<p>Formal assessment How to assess your work and the work of your peers.</p>	<p>Explain printmaking The difference between RELIEF and INTAGLIO. What qualities do prints have which make them unique?</p> <p>Practical – drawing from primary and secondary resources.</p>	<p>What makes a great collograph print? Share exemplar. Looking at Printmakers Students have a clear end point and can tailor drawing appropriately. Carry on drawing- enlarging.</p>		<p>Demonstrate tracing and transferring.</p> <p>Creating a Collograph base plate.</p>
<b>Key Assessments</b>	<p>Knowledge assessment (Set as a lesson starter based on skills and context)</p>			<p>Formal assessment</p>	<p>Success criteria assessment</p>			



Week	17	18	19	20	21	22	23	24	
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<p><b>Introduction into Printmaking</b> Collagraph printing project which explores strong insect/organic shapes but allows the development of surface texture and experiments with colour.</p> <ul style="list-style-type: none"> <li>• Collograph plate</li> <li>• Series of collograph prints.</li> </ul>								
<b>Lesson Topics Sequence &amp; Content</b>	<p>Creating a collograph print plate. Health and safety around printmaking TEXTURE – applying very thin layers in each section.</p>	<p>PRINTING – setting up the printing area and students able to work independently. NB: students will soon be working at different paces and be at different stages therefore it is crucial that they know the steps and they can go through the process independently.</p>			<p>Once students have exhausted opportunities for texture they can start experimenting with colour.</p> <p>Try using different colours to print with. Previous layers of ink will reactivate and start to mix in interesting ways.</p> <p>The plate will start to deteriorate now so this is the end of the process.</p>		<p>Each student collects all their work together and marks it against the Assessment needs to be negotiated and collaborative.</p>	<p>DISPLAY AND MOUNTING</p>	
<b>Key Assessments</b>	<p>Skills Assessment/Progress tracker</p>			<p>Knowledge assessment set a lesson starter</p>			<p>Self and Peer formal assessment</p>		



Week	25	26	27	28	29	30	31	32
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<ul style="list-style-type: none"> <li>• <b>Sculpture based on natural/organic forms.</b></li> <li>• To explore the work of a various artists <b>creating and developing ideas that lead to outcomes.</b></li> <li>• To further develop understanding of <b>artist research</b> skills.</li> <li>• To build 3D skills and understand the importance of 'Make first'</li> </ul>							
<b>Lesson Topics Sequence &amp; Content</b>	<p><b>'Make First'</b> Students follow instructions: make clay into a ball, trace a winding path on the surface which joins itself, deepen the path into a valley as if eroded by weather, select a place in the valley to pierce a hole right through and finish by smoothing, balancing, and refining the clay.</p>	<p>Drawing from observation. Natural/organic forms Why do you need to draw if you are a sculptor?</p> <p>Experimenting with different drawing techniques and materials – learning how to draw for 3D form.</p>	<p>Look at the work of Sculptors. British Sculpture carries a long tradition. Peter Randell-page-Andy Goldsworthy-Barara Hepworth – Discuss/write about work in terms of Form, Content, Mood and Process</p>	<p>Developmental drawing. Creating ideas for your sculpture</p>	<p>Plan drawings This drawing will tell you how to make your sculpture. how to go from 2D to 3D Review and modify</p>	<p>Looking at sculptural materials and producing a working maquette</p>		
<b>Key Assessments</b>	<p>Success criteria assessment</p>					<p>Self-assessment/ teacher set against the assessment objectives/ progress tracker</p>		



Week	33	34	35	36	37	38	39
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<ul style="list-style-type: none"> <li>To build on and refine <b>previous skills</b>.</li> <li>To refine construction techniques</li> <li>To understand what materials to use in sculpture.</li> <li>To understand the properties of clay.</li> </ul>						
<b>Lesson Topics Sequence &amp; Content</b>	Construction of Sculpture Exploring clay/storage of clay week to week/ properties of clay				Formal assessment and Peer assessment with silent gallery.	End of year 7 baseline assessment <i>(Repeat the task set at the beginning of the year to <b>visually</b> measure progress)</i>	<i>Extra-curricular activities</i>
<b>Key Assessments</b>		Knowledge assessment set as lesson starter			Formal assessment		