

Subject: Art
Year Overview



Key content – knowledge and skills	National Curriculum focus
<p>Over the course of Year 7, students will have an overarching subject title which their work will be themed around. Students will work with a range of different medias and disciplines within the subject to experience potential avenues they could pursue if selected for GCSE. The projects have been designed to not only introduce and inspire young artists but also allow them to naturally understand the process of how the GCSE course will run and what they can look forward to. Opportunities for Art History, culture and contemporary art are built into each scheme considering and questioning why the art was originally made or what it means. Potential career avenues will be explored through different techniques. Year 7 will experience Art three times over the course of the year, each specialising in different areas of the subject, the projects will highlight the different ranges of disciplines students have for GCSE options.</p> <p><u>Year theme: Identity:</u></p> <p><u>Term 1: Fine Art</u></p> <p><i>Students will begin to understand why art has been created and why the artists produced it. They use their own references to explore identity through a range of drawing and recording opportunities. Students will review basic drawing and water colour painting skills. They will develop their observational drawing skills through a range of techniques and materials. Students will also be exposed to the idea of drawing but not as they know it for example recording/printing/ sound and shadow and different forms of sketching such crosshatching/realistic/manga. These styles of drawing will be based around a variety of different artists and their ideals. Students will need to use techniques covered over the course of the project to develop a 'final piece' within the last few weeks for their assessments. This will be reviewed against a KS3 friendly assessment grid which students will have access to all the way through the project.</i></p> <p><u>Term 2: Textiles</u></p> <p><i>Already having experienced an Art project, student will be introduced to Textiles. In this</i></p>	<p>Produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and ♣ cultural development of their art forms. ♣ 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.

project they will explore a range of different Textiles techniques and look at Artists who use Textiles to express their identity. By the end of the project, students will be able to sew on a range of different materials/ draw with thread/ use a range of embroidery techniques and applique. Students will continue the project in the same way as term one, however, elements of 'Recording (A03)' and 'Experimentation(A02)' will be used to develop their designs and introduce ways to demonstrate documenting their thought process. Students will create a final piece using the techniques learned over the term and link it to their identity. This will be reviewed against a KS3 friendly assessment grid which students will have access to all the way though the project. Career avenues will be demonstrated in this section such as designers/ pattern cutters/garment construction/buyers.

Term 3: 3D and Digital art

For the final project of year 7, students will continue to use the context of 'Identity' to develop their digital art skills and use of 3D materials. This project will include materials such as wire, clay, photography, animation and Photoshop. Students will be able to develop their photoshop skills using use previously made pieces to incorporate fine art or textiles elements if they wish. Students will also be using a range of different photography skills and developing these shots on photoshop. This project will be heavily linked to career avenues within art working and media but also continue to develop the different assessment objectives (recording/developing/experimenting/ final piece) at GCSE. In the last two weeks, students will explore a range of gallery exhibitions and how the story of the exhibition is told. Students will use their work from the year to create an exhibition for others to view on an A2 board representing their identity.

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Key assessment points

Students will have a ks3 friendly assessment grid covering the objectives used at GCSE. These are

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources. (Artists research/ annotation of ideas)
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (developing ideas)
- AO3: Record ideas, observations and insights relevant to intentions as work progresses. (recording ideas such as basic sketches photography)
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (final piece)

Project Baseline tests:

Students will be given a baseline assessment at the beginning of each project relating to different disciplines.

- Term 1 will be a drawing based assessment.
- Term 2 will be linking key terms to textiles materials/ techniques and recall from art project.
- Term 3 will have a very basic practical test to create an object from small piece of clay and use an image from before and after to see if they can identify what has been changed through photoshop editing.

In every project:

Students will be given verbal feedback over the course of the half term which they will document each lesson at the front of their books. Teachers to review in week 4 and give formative feedback for students to respond to.

Students will complete their final piece in the week prior to finishing for half term

- Term 1: week 6 or 7
- Term 2: week 5
- Term 3: week 6 or 7 (depending on school activities in last few summer weeks)

Data will be dropped depending on their skill in each subject meaning that some students will be higher or lower at various point in the year. The summer 2 drop will be an average of all disciplines over the course of the year.

Christian ethos

Our art curriculum is focused on the development of the whole child which involves their spiritual, moral, social and cultural development. Through the projects based on identity, pupils discuss ideas based on who they are/behind beauty and aesthetics which they will explore through studies of drawing (line shape, colour, texture and form) and digital art. The title of identity will allow students to use their imagination, recognise and apply understanding of right and wrong through discussion, collaborate with their fellow peers to create artwork as well as understand and discuss cultural influences on contemporary artworks

British values

Across the topics studied, pupils will consider and discuss how British values are portrayed through art, including changing British values to demonstrate changes in the diverse and contemporary art scene of Britain. Students develop knowledge of artists, craftspeople and designers from the past as well as now. Students will reflect on the cultural context in which the work has been created - they will further develop respect and tolerance in others work by identifying how meaning can be conveyed in different ways

Subject: Art
Long-term plan



ST. MARY MAGDALENE
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Week	Month	Learning Intentions and/or Key Questions		
Aut1-1	September	<ol style="list-style-type: none"> 1. Can I develop my understanding of ways of sketching? 2. Can I develop line, tone and shade? 3. Can I use a range of equipment to create tone and shade? 4. Can I develop my understanding of portraiture? Can I develop my understanding of how to create facial features in different styles? 5. Can I understand how colour reflects emotion in art? 6. Can I create a final piece based on portraiture demonstrating an emotion? (Assessment) 7. Can I develop my graphic skills in creating portraiture illustration? 		
Aut1-2				
Aut1-3				
Aut1-4				
Aut1-5	October			
Aut1-6				
Aut1-7				
		Half term holiday		
Aut2-1	November	<p>Students will rotate to different subjects, drawing SOW will be used with rotated class.</p>		
Aut2-2				
Aut2-3				
Aut2-4				
Aut2-5				
Aut2-6	December			
Aut2-7				
			Christmas holiday	
Spr1-1	January		<ol style="list-style-type: none"> 1. Can I understand what Textiles is and how it is used in Art? 2. Can I understand what embroidery is and how it can be used? 3. Can I understand what applique is, the order of steps and how it can be used? 4. Can I understand how line and markmaking can represent emotions and personalities? - Can I understand how to be inspired by an artist techniques? 5. Can I understand how to plan and create my own response using the techniques learned this half term? (Assessment) 6. Can I use the heat press to create my own pattern that represents me? 	
Spr1-2				
Spr1-3				
Spr1-4				
Spr1-5				
Spr1-6	February			
		Half term holiday		
Spr2-1		March		Students are rotated to project repeated
Spr2-2				
Spr2-3				
Spr2-4				
Spr2-5				
Spr2-6				
		Easter holiday		
	April			

Sum1-1	May	<ol style="list-style-type: none"> 1. Can I understand what 3D art is and what types of materials are used to create it? 2. Can I create a basic artist response using photoshop? 3. Can I create a response to Katherin Morling using clay? 4. Can I understand how to bend and form wire? - Can I create a reponse to Ralf Westenhof by using continuous line drawing and wire work? 5. Can I create an outcome using one or more of the techniques from this project to represent my identity? (Assessment) 6. Can I create an Exhibition of board my work this year and explain my thought process to my art work?
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1	June	Rotated groups will complete same project
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6	July	
Sum2-7		