



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for Art History, culture and contemporary art are built into each scheme considering and questioning why the art was originally made or what it means.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><b><u>Term 1: Formal Elements</u></b></p> <p><i>Students will begin to understand why art has been created and why the artists produced it. They will explore the formal elements, line, tone, texture, form, shape, colour and space. Students will review basic drawing skills each lesson and explore each formal element by the end of the term. They will practice tone and apply this into their drawings. They will create a range of textures and understand how combine their mark-making skills into realistic drawings. They will explore the colour theory and create secondary and tertiary colours. They will understand the primary colours and complimentary colours. They will learn watercolour techniques whilst mixing colours. Students will explore shapes and space, understanding positive space and negative spaces in an art work. Each lesson, students will analyse an artist related to each formal element to strengthen the visual impact or applications of their work.</i></p> <p>Cross curricular link:</p> <p>Music&gt; Genre of music to convey emotions through lines</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>♣ evaluate and analyse creative works using the language of art, craft and design</li> <li>♣ know about great artists, craft makers and designers, and understand the historical and</li> <li>♣ cultural development of their art forms.</li> <li>♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>♣ to use a range of techniques and media, including painting</li> <li>♣ to increase their proficiency in the handling of different materials</li> <li>♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>

### **Term 2: Shoe Project**

In this project, students will create a 3D outcome made by cardboard. This outcome will be a shoe inspired by a sculptor Claes Oldenburg. Students will develop skills in drawing and planning for a 3D model. Students will practice a range of 3D techniques and application skills in construction. Craftmanship and technical ability will be the main focus in assessing final outcome. Students will be able to relate designing into the wider world and understand the design process and how shoe designers are able to be inspired by artists and visa versa

Cross curricular link: Maths> scale and measurements

### **Term 3: Cubism and Digital Art**

For the final project of year 7, students will continue to use the context of 'Cubism' to develop their digital art skills and use of fine art materials. This project will include materials including 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 unit is still under construction  
Cross curricular link will be added once unit is completed

## 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

## Year Overview

**Subject: Art**  
**Long-term plan**



**ST. MARY MAGDALENE**  
C OF E SCHOOL  
PENINSULA CAMPUS  
*Excellence through innovation,  
founded in faith since 1840.*

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September    October	<ol style="list-style-type: none"> <li>1. Be able to use lines to convey emotions <a href="#">Link to music-Taking a "line" for a walk activity</a></li> <li>2. To be able to identify negative and positive in artworks</li> <li>3. To be able to create a tonal scale using a range of values</li> <li>4. Be able to describe and create implied textures in own drawing</li> <li>5. Be able to use shapes to create a collage in the style of Henry Matisse</li> <li>6. Be able to understand basic colour theory and mix colours accurately</li> <li>7. Be able to Evaluate and reflect on own work</li> </ol>
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5		
Aut1-6		
Aut1-7		
<b>Half term holiday</b>		
Aut2-1	November    December	Students will rotate to different subjects, drawing SOW will be used with rotated class.
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6		
Aut2-7		
<b>Christmas holiday</b>		
Spr1-1	January    February	<ol style="list-style-type: none"> <li>1. Can I explore a range of ideas?</li> <li>2. Can I create a design inspired by an artist?</li> <li>3. Can I manipulate cardboard and try different techniques?</li> <li>4. Can I plan a final shoe design? <a href="#">Link&gt;maths: taking the measurement of shoes to help with planning and the construction of 3D model</a></li> <li>5. Can I create a 3D shoe inspired by an artist?</li> <li>6. Can I create a 3D shoe inspired by an artist?</li> <li>7. Can I evaluate and relect on own work ?</li> </ol>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6		
Spr1-7		
<b>Half term holiday</b>		
Spr2-1	March	Students are rotated to project repeated
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
<b>Easter holiday</b>		
Sum1-1	April	
Sum1-2		

Sum1-3	May	
Sum1-4		
Sum1-5		
Sum1-6		
	June	<b>Half term holiday</b>
Sum2-1		Rotated groups will complete same project
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		