



Curriculum Overview

Curriculum Area: Art Year: 7

Year 7 Curriculum:

Autumn Term – An Introduction to Formal Elements and Principle

During this topic pupils will be introduced to the Formal Elements and Principles of Design through a series of short practical tasks as well as a research task.

Spring Term – Observational Drawing

Pupils will be introduced to a range of drawing techniques; including ways to observe and measure to improve accuracy. Two contemporary artists are studied, and their techniques explored. Pupils will sketch in colour, using tone and mark making to create visual texture and imply form using what they have learnt about the artists' techniques and style when they produce their own final piece.

Summer Term (A) – Slab Work

During this topic pupils will identify how a variety of ceramicists use the Formal Elements and Principles of Design to enhance their designs. Pupils will design a tile, focusing on the Formal Elements and Principles of Design, in particular, pattern, texture and colour. Pupils will also be taught the safe working practices when using clay. Pupils will explore sponging techniques before using the techniques to apply colour.

Summer Term (B) – Perspective

During this topic, the pupils will be introduced to how artists use one and two-point perspective to represent 3D objects. They will use photography to demonstrate a forced perspective as well as use ellipses to draw cylindrical forms.

Powerful Knowledge opportunities

Using own well-informed opinions and be able to justify them.

Developing control through practice when learning any new technique; practical or otherwise.

Problem solving. Being willing to experiment, to get things wrong and learn from the mistakes. Review and refine work.

Recording their own thoughts and observations.

Being resilient to develop their skills. Making suitable choices for themselves.

Showing perseverance to work on an extended piece of work.

Being capable of using their time efficiently. Having the ability to judge their own work rationally.

Considering the presentation of their work.

Being aware that there are other opinions than their own and other ways of working and that there are many ways to be creative.

Appreciating and understanding that different cultures, artists, architects, designers work from different periods of history and from different perspectives.

Be capable of showing someone else information in a visual format.

To use colour in an informed way that is fit for purpose.

Using creative, critical and technical language enabling them to interact with others in any setting to clearly express their personal understanding, intentions and ideas.

Links to National Curriculum

Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- 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.

Knowledge and understanding of this curriculum will be assessed by:

Three research tasks that develop in complexity.

A mixed media piece influenced by Hundertwasser and the pupils' own understanding of the Formal Elements and Principles of Design.

A sketchbook cover which illustrates the Formal Elements and Principles of Design.

Drawings in pencil, biro, and pencil crayon using a variety of measuring methods.

A final drawing which is also influenced by the techniques of one of the artists studied.

A design for and completion of a ceramic tile.

A drawing using pupils' own choice of one- or two-point perspective.

Self-assessment and evaluation of work.

Cultural Capital Opportunities

Understanding what the Formal Elements and Principles of Design are; to recognise their use in pieces of Art and to consider how these can make their own work more effective, when working in 2D or 3D.

Seeing how Vincent van Gogh uses mark-making to represent texture. Looking at the drawings he sent in letters to his brother.

Studying the work and architecture of Hundertwasser who was also an environmentalist.

Using photography to record the local environment.

Understanding how artists can have the same theme but very different outcomes to their work and how they gain commissions and produce Art for a living.

Experiencing working in clay; including having their work produced fired.