

YEAR 7 ART CURRICULUM PROGRESSION OVERVIEW

Curriculum intent based on national curriculum for Art & Design:

- 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, 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

Within the three-year curriculum taught our students become increasingly sophisticated in their art learning.

The same scheme of work is used throughout KS3 with all year groups completing a range of similar tasks, however, the complexity of how this is delivered and the expectations of final work is increased through the year groups. Each time we revisit drawing the student accesses it in a more sophisticated way, and so the quality of work improves over time and the child's own pace. Each activity explores the same skill set, again and again and this is how excellence is achieved.

Students complete mini projects throughout the year. During each mini project, the students will explore the influence of other artists building their portfolio of art history and contextual knowledge and providing invaluable inspiration for the student. Students will study the artist's work using similar materials.

To further their skillset, each project will encourage the students to improve and widen their knowledge of materials and their application. They will also build new ideas through design work and exploration.

	Autumn Term	Spring Term	Summer Term	
Topic	Faces/Sugar Skulls	Dragons/Abstraction	Egyptian Jewellery/Rizzi	
Core Skills/Threshold Concept	<ul style="list-style-type: none"> • Introduction to using a sketchbook, layout. • Introduction to colour theory and watercolour. • Learning to look - Observational drawing, basic markmaking. Scaffolded and visualiser led (proportion). • Introduction to Watercolour technique (washes and wet on wet) and introduction to brush skills. • Introduction to the formal elements. • Introduction to pencil crayon techniques blending/layering and tonal. • Introducing a range of media • Introduction to using an artist and how they can inspire us. 	<ul style="list-style-type: none"> • Building on sketchbook use/layout, 4 up. Teacher prepared. • Introduction to working on different surfaces (fabric). • Introduction to fineliner – the power of line. Building confidence when drawing – how to overcome 'mistakes'. (dragons) • Introduction to imaginative work and how we generate ideas. Teacher led/visualiser. • Exploring colour theory in terms of pencil crayon, blending/shading. • Observational Drawing Focus: Proportion/3D form/Tone. Introducing how this is important as a starting point to design. 	<ul style="list-style-type: none"> • Understanding and building on colour theory. Primary colour/secondary colour. • Observational Drawing exploring and expanding our experience of materials and techniques: learning to notice lots of detail. • Exploring media and matching properties to intent – teacher led. • Design work – introduction to merging ideas and using more than one research element. 'Quick thumbnails'. Idea drawing. • Exploration of simplification. Explore 2D vs 3D as an illustration technique. • Introduction to composition. 	<ul style="list-style-type: none"> • Understanding colour theory, Primary colour/secondary colour. Noticing visual impact. • Observational Drawing using different materials, starting to use knowledge to select based on properties. • Introduction to illustration in context to fairy stories. Exploring different artist's interpretations. Character design using text as inspiration. • Watercolour technique using pale tints and introduction to layering. • Introduction to 3D relief work. Drawing with scissors. Exploring shape. • Problem solving – starting to build in independence and decision making.

	<ul style="list-style-type: none"> Design work – ‘how we design’. Teacher led, individual outcomes from same starting point. Learning to reflect on and evaluate work. Understanding the importance of critical contextual. Seeing other artists as our teachers. 		<ul style="list-style-type: none"> Introduction to scissor skills – drawing with scissors. 	<ul style="list-style-type: none"> Design work introducing independent working – all resources provided and introduced by teacher, outcomes student generated with decreasing support materials. Introduction to scissor skills – drawing with scissors. Problem solving in 3D, 2D - 3D thinking. 3D sculpture – introduction to Relief
Why this learning now?	In year 7 we teach this curriculum to ensure that all students have an introduction to the key art skills. Learning is sequenced so that year 7 are introduced to the key skill slowly to encourage deep learning and progression. Guiding students through the year we will develop key skills and understanding of art by specifically focusing on mark making and drawing.			
Assessment Opportunities:	<p>Every lesson has:</p> <ul style="list-style-type: none"> Opportunities to recall previous learning Self-assessment opportunities (set against ARE's) these are visible to the students and act as success criteria. Formative assessment from teachers (set against ARE's) <p>Formative/verbal feedback is regularly provided via one to one and in groups, focusing on how to improve, make progress, small next steps and the final outcome. Summative feedback level provided in sketchbooks every half term, linked to Pathways with positive encouraging comments.</p> <p>Formal Assessment: Faces, Skulls, Dragons, Abstraction, Egyptian Jewellery, Rizzi, Pop Art, Illustration final piece produced in spells of exam conditions with teacher input to slowly build up skill.</p> <p>Self-assessment: Termly (via proforma in back of sketchbook) based predominantly on teacher feedback. Also, via success criteria e.g. Oldenberg sandwich.</p> <p>Peer assessment: To support development of insect work, based on success criteria to support creative conversations.</p>			
Learning at Home	<p>Homework ??? to be brought in twice during the half term to be seen by teacher and signed off and written/verbal feedback given as appropriate All key stage 3 students will be issued with a long list of homework ideas plus possible homework's that relate to current topics studied in class. However, the main function of the homework is to encourage independent creativity at home. This can literally be anything from a unicorn drawing, to a home baked decorated cake, to a beautiful piece of gardening, to a fancy-dress outfit or a carved pumpkin (photos). Work should be brought in to show teacher at least twice every half term.</p> <p>Year 7, 8 and 9 Differentiation: Key stage 3 is a rolling 3-year programme designed to show a full and varied skills-based course. The best art teaching revisits the same skills again and again, most of them drawing based. Every time students start Art making they revisit the last time they did that activity. Art teachers reinvent opportunities to visit the same visual language skills explored in different topics. As students' progress through year 7, 8 and 9 the same skills are explained with increasing sophistication and complexity.</p>			
Key Vocabulary	<p>Line Composition Inspiration Colour Proportion</p>	<p>Mark making Design Characters Sculpture Illustration Abstraction</p>	<p>Mark making Pattern Exploring media Construction</p>	<p>Composition Texture Mixed media Illustration</p>

Spiritual, Moral, Social and Cultural concepts covered	<p>Art History/Critical/Contextual/Cultural knowledge – Cultural understanding. Understanding of different forms of Art fit into the Art world.</p> <p>Opportunities to explore Student's own ideas and beliefs about Art and to make decisions based on this.</p> <p>Reflect on their own work and the work of others in order to form opinions and offer support and advice.</p> <p>Develop confidence and independence in Art making.</p> <p>Explore thoughts and ideas and refine and develop these as work progresses.</p> <p>Formulate independent ideas and next steps.</p> <p>Observe, analyse and record from the world around us, both natural and man-made.</p>
Links to careers and the world of work	<p>The arts sector is one of the largest industries in the world.</p> <p>Some examples of careers are – Animator, architect, fashion designer, fine artist, photographer, illustrator, tattoo artist, glass maker, visual merchandiser, ceramics designer/maker, art gallery curator, textile designer, costume designer/maker, web designer, museum curator and many more.</p>