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 2D and 3D skills.
- 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

Our students come to us with such a varied experience of art. Therefore, it is essential to assess their ability at the start of the year starting with an observational drawing task. There is a real emphasis on students understanding the formal elements and this is woven through each lesson in some way. The back to basis project is the second project as students need to explore line and shape first creating more 2D work so they feel more confident to approach drawing 3D shapes.
Student will have a new project each term, focusing on 2D, 3D and/or printing skills) The work will accumulate in a final piece, each term. This is something that is a development from previous years. The changes are in line with what is expected at KS4. (Artist links, research, exploring different media, recording- drawing & annotation, planning and creating a final piece) They will have opportunities to apply the same skills but in different contexts throughout the year to encourage consistency and a high standard achieving excellence.

Each project will provide students will explore aspects of the influence of different cultural, contemporary and historical artists across the schemes of learning, 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 and will look at past students work for inspiration and 'what makes a quality piece of work?'.
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. Students are encouraged to respond to art by looking, talking (oracy)and writing like an artist. Student reflection and actively responding to feedback and reviewing learning through low-stakes questions and quizzes is a great driver of this and helps to consolidate their knowledge.

	Autumn Term		**Spring Term**		**Summer Term**	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Australian Aboriginal Art- 2D Block printing, mono printing, pattern, Colour theory, composition, tone, pencil crayon		**Back to basics-Still Life- 2D Basic forms, tone, pencil, pencil crayon, collage, composition.**		**Bird- 3D structure**	
	• Learning to look – Primary Observational drawing, basic mark making. Scaffolded and visualiser led (proportion, Introduction to the formal elements shape tone, line,	• Opportunities to improve and refine work. • Introduction to painting skills- colour wash, paint consistency, detailed work with smaller brush. • Aboriginal Culture- Pupils will learn	• Learning to look – Primary Observational drawing, basic mark making . Scaffolded and visualiser led, quality examples shared (look at proportion and scale, building	• Introduction to still life and understanding key features of still life artist Morandi through Literacy: reciprocal reading • Students will learn a brief history of important artists through a historical	• Introduction to bird mobile project Pupils revisit tonal drawing of feather- step by step on the visualiser to develop observational skills- line, shape tone, directional shading/contour, proportion	Students create a bird design onto tracing paper considering pattern and layering up coloured backgrounds they have created. Less able use design template premade. Modelled on the board using examples.

	form). They are referred to throughout the project. (Self-assessed task) • Literacy: Reciprocal reading- Kangaroo dreaming & mind map • Introduction to Aboriginal Art and how it can inspire us • Understanding the importance of critical contextual. Seeing other artists as our teachers. (Pupils will learn more about Australian Aboriginal culture, painting and symbolism. Pupils will learn about the discovery of Australia and will have the opportunity to know about and discuss 'The Stolen generation') • Introduction to using a sketchbook, layout. Use of collage and coffee wash • Introduction to the formal elements- in this unit line, pattern, shape, • Introduction mark making- fine liner to	about the creation story 'The rainbow serpent' and use this to inspire their use of colour. • Introduction to pencil crayon skills- Blending, scumbling, hatching, stippling, cross hatching, layering, tonal, • Introduction to painting- acrylic paint and ear buds • Design final piece– 'how we design'- composition skills. Teacher led, individual outcomes from same starting point, using past pupils work to inspire their ideas. • Create a high-quality final piece- A4 providing opportunities to apply painting, drawing and pencil crayon skills based on Australian Aboriginal Art (W.I.N.S) • Learning to reflect on and evaluate work.	upon previous observational drawing looking at the formal elements shape tone, line, form). They are referred to throughout the project. (Self-assessed task) • Introduction to the basic forms - deepening knowledge of the formal elements and understanding their importance in art. • Pupils will learn how to draw and shade a cylinder, cube, cone, and sphere and consider where they might see them in the 'real world'. (Reflection time built in- opportunities to practice the skill through shading of pre drawn forms) • Pupils will deepen their understanding of blending, scumbling, shading, burnishing when using pencil crayon through sketchbook experimentation and application onto 3D forms. • Introduction to colour theory	timeline built over a period of lessons • Pupils will have the opportunity to deepen their understanding of the application of cross hatching to create a 3D effect by practically exploring the technique when applying it to a 3D form. • Pupils further deepen their use of collage to create a monochrome background in preparation for a final piece. • Students can practice observational drawings of still life objects and apply different shading techniques to create 3D forms for a final still life. (Hatching, Cross hatching, blending tones) • Design and create a high-quality final piece- students will build upon their knowledge of composition and still life arrangement when assembling their final piece	Pupils peers assess their own work. Watercolour techniques- feather painting- wet on wet, wet on dry, wax resist, blending and removing paint Extension task- pencil crayon shaded feather Pupils peer assesses each other's work. Opportunities to share reviews using visualiser- oracy. Reciprocal reading Mark Herald and decline in wildlife text. Pupils create a mind map about the text. Pupils create Mark Herald style artwork (Introduction to grid method/ collage/mark making bird depending on group ability) Introduce pupils to idea of creating a Mark Herald bird inspired mobile. Pupils create x3 backgrounds on A3 exploring different media and how it responds in different ways. Considering colour theory- each layer compliments the other 1) Harmonious colours- acrylic paint- scraped with card and	Transfer bird design onto coloured backgrounds and carefully collage and assemble. Some students may use craft knives. H & S highlighted. Opportunities for oracy using visualiser and gallery reviews during the make and assemble process. Once assembled, pupils complete final evaluation and final teacher assessment. WINS

	explore 'doodles', use of line and shape, light and dark, contrasting shapes and sizes of shapes. • Introduction to colour theory and watercolour. (Primary, secondary, tertiary, brown, warm and cool colours) • Low stakes quiz reviewing knowledge and understanding • Introduction to printing- oil pastel monoprinting- taking inspiration from 'Kangaroo Dreaming' and other relevant secondary sources. • (Peer assessed task) • WINS review		through pencil crayon shading using harmonious colours • Low stakes quiz • W.I.N.S. teacher assessment	• Consideration also given to a light source by applying directional shadow to high-quality outcome. • (W.I.N.S) teacher assessment • Learning to reflect on and evaluate work.	printing with sponges etc 2) Coloured ink wash & mark making skills harmonious colours 3) Wax resist using oil pastel and ink Pupils compare properties of paint and techniques via questioning Low stakes quiz in back of the book to review knowledge and understanding WINS	
Key Vocabulary	• Australian Aboriginal Art, Symbolism • Line, colour, pattern, shape, mark making, aboriginal, colour wash, primary secondary, tertiary colours, watercolour paint, fine liner, • Oil pastel monoprint	• Colour wash • Design acrylic paint, pencil crayon, blending, hatching, scumbling, layering, stippling, cross hatching. Layering • Composition, foreground and background, overlap, diagonal, repeat, space.	• Basic Forms- cylinder, cone, cube, sphere Line, shape, form, tone, colour, harmonious colour, blending, scumbling, contouring, burnishing, •	Still life, Morandi,- other artists will be looked at in history. Cross hatching, collage, composition- overlap, position, foreground and background, positive and negative space, observational drawing, Evaluation- using parts of the SEMIE technique from KS4.	Mark Herald, mobile, tone, shape, line, structure, form, directional shading highlights, proportion, mobile, watercolour techniques Watercolour – wet on wet, wet on dry Acrylic, scraping, printing	Collage, accurate, layer, assemble, construct, 3D, craft knife.

		• Evaluation- using parts of SEMIE technique from KS4.				
Why this learning now?	In year 7 we teach this curriculum to ensure that all students have an introduction to the key art skills, underpinned by the formal elements. 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 giving them a solid foundation as they move through KS3 and beyond.					
Assessment Opportunities:	Lessons provide learners the opportunities - to recall previous learning - Self-assessment opportunities (set against ARE's) these are visible to the students and act as success criteria. Students encouraged to write like an artist through annotation and artist analysis - Formative assessment from teachers (set against ARE's) Formative/verbal feedback is regularly provided via one to one and in groups as part of reflective starters, during the lesson or plenaries using the visualiser and relevant Qand A are used to encourage students to think and talk like an Artist with a positively critical eye, focusing on how to improve, make progress, small next steps and the final outcome. Also, students are encouraged to talk like an artist take an active part in reviews to recall knowledge and review others work as part of a visualiser gallery review. Summative feedback level provided in sketchbooks every half term, linked to Pathways with positive encouraging comments. Formal Assessment: Term 1-Aboriginal art, Kangaroo oil pastel monoprint design, Australian Aboriginal Art final piece. Term 2-'Back to Basics'- Final Art piece- Still life inspired by Morandi Self-assessment: Termly (via proforma stuck in books) based predominantly on teacher feedback. Also, via pupil friendly success criteria. Peer assessment: To support development of design work, based on success criteria to support creative conversations- oracy.					
Learning at Home	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. The tasks will be linked to one of the following areas Drawing and recording, Artist links & research, developing ideas & creativity and literacy. - (Linking to AO's at GCSE) Year 7, 8 and 9 Differentiation: The best art teaching revisits the same skills again. 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 skills will be re taught in different contexts and built upon. Learning at home provides students the opportunity to develop skills independently. There are always opportunities for more able students to further challenge themselves or those needing support receive this via 121, visualiser- whole class, differentiated resources, accessible methods to support 2D and 3D skills, layering of skill development demonstrated through final outcomes.					
Spiritual, Moral, Social and Cultural concepts covered	Art History/Critical/Contextual/Cultural knowledge – Cultural understanding. Understanding of different forms of Art fit into the Art world. (Artist timeline- Still Life, application of Basic forms in art) Geography, Discovery of Australia and the Stolen Generation- empathy Q and A around how children may feel that have been stolen from their families, creation stories and comparison to what they know already in Christianity for example, The rainbow serpent- creation story, symbolism in Aboriginal culture, Maths- basic 3D forms, shape DT- assembling 3D structures- bird project Homework for bird project ties in with diversity month Opportunities to explore Student's own ideas and beliefs about Art and to make decisions based on this. Reflect on their own work and the work of others to form opinions and offer support and advice in a written format and also verbally during reviews to develop confidence to talk and write like an artist Develop confidence and independence in Art making.					

	Explore thoughts and ideas and refine and develop these as work progresses. Formulate independent ideas and next steps. Observe, analyse and record from the world around us, both natural and man-made.
Links to careers and the world of work	The arts sector is one of the largest industries in the world. 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.