

INTENT: Curriculum Overview Year 7 Art and Design

A learner in Year 7 will know: How the fundamentals of drawing are deployed to create effective drawings. How the fundamentals of colour are organised and used. How techniques are used to portray the human face and how this can be seen in the work of artists. How pattern can be created and deployed effectively. Whole School Curriculum Rationale is to contribute to their developing manual dexterity and appreciation of experiment and control over materials as part of the creative process.		A learner in Year 7 will be able to: Apply the fundamentals of drawing and colour and identify these in the work of others. Use correct human proportions when working from faces and identify the portrait style of artists such as Julian Opie. Identify, create and deploy different forms of pattern in design activities.			
A: Drawing	B: Colour	C: An artist's use of colour	D: The human face	E: Julian Opie	F: The application of pattern
Term 1	1:1: Drawing Knowledge: How line, shape, tone and proportion are applied to create effective drawings. Skills: The application of the areas of knowledge. Focus is on manual dexterity and moving this forward from a diverse range at entry. Making short statements identifying these properties in drawings. Formative Assessment: Baseline drawing in lesson 1. Outcomes of drawings self and peer assessed during half term. Verbal feedback, coaching. End point: what can they do now? Final drawings assessed as Developing, Secure or Exceeding the standard expected for the age.		1:2: Colour Theory Knowledge: Primary, Secondary, Tertiary and Complementary Colours. Colour circles and colour mixing. Skills: Application of colour and colour blending. Basic brush control and application of water colour paints. Formative Assessment: Self and peer review, verbal feedback, coaching. Q and A, low stakes starter activities End point: Sketchpad work demonstrating the application of skills and knowledge, basic colour diagrams and patterns.		Autumn Assessment <i>(ensure differentiated assessment is planned too)</i> Knowledge coverage: Identify strengths and areas for development in own drawing Skills tested: Practical drawing to apply skills End point: what can they do now? Final drawings assessed as Developing, Secure or Exceeding the standard expected for the age.
Term 2	2:1 Examining artist's use of colour Knowledge: Appreciation of works by Hundertwasser, Delauney and Kandinsky. Skills: Create colour designs inspired by the above and successfully apply a range of colour and mixed media. Formative Assessment: Self and peer review, verbal feedback, coaching. Q and A, low stakes starter activities End point: Sketchpad work demonstrating the application of skills and knowledge, colour designs that demonstrate an understanding of the form of the artist.		2:2: The human face Knowledge: The proportions and shapes of the face. Thinking in terms of proportion. Skills: The application of proportion to drawings of the face. Developed use of tone to create the shadows and form of the face. Formative Assessment: Self and peer review, verbal feedback, coaching. Q and A, low stakes starter activities End point: Sketchpad work demonstrating the application of skills and knowledge, faces drawn in the correct shapes and proportions.		Spring Assessment <i>(ensure differentiated assessment is planned too)</i> Knowledge coverage: Skills tested: Assessment is of sketchpad work and the focus is on progress through the Spring Term projects. Who is moving from Developing to Secure and Secure to Exceeding as their work progresses in the sketchpad. Judgement is holistic rather than formulaic with the intention of developing the student and providing guidance at KS3 towards appropriate and effective option choices in YR8
Term 3	3:1: Contemporary Portrait Artist: Julian Opie		3:2: The application of pattern		Summer % Assessment <i>(ensure differentiated assessment is planned too)</i>

<p>Knowledge: To understand the essentials of the style and representation of the face in Julian Opie’s art and its basic abstractions.</p> <p>Skills: To create faces both from Julian Opie’s work and photographs that explore the abstraction required.</p> <p>Formative Assessment: Self and peer review, verbal feedback, coaching. Q and A, low stakes starter activities</p> <p>End point: Sketchpad work demonstrating the application of skills and knowledge, faces drawn in the correct shapes and proportions and builds on this by showing an understanding of abstraction and style.</p>	<p>Knowledge: A range of artists and cultures that have strongly developed patterns as their central feature. Brigit Riley, Aboriginal etc</p> <p>Skills: Pattern design and controlled use of materials</p> <p>Formative Assessment:: Self and peer review, verbal feedback, coaching. Q and A, low stakes starter activities</p> <p>End point : A design that demonstrates strong control of the pattern style from a variety of sources.</p>	<p>Knowledge coverage:</p> <p>Skills tested:</p> <p>Assessment is of sketchpad work and the focus is on progress through the Spring Term projects. Who is moving from Developing to Secure and Secure to Exceeding as their work progresses in the sketchpad. Judgement is holistic rather than formulaic with the intention of developing the student and providing guidance at KS3 towards appropriate and effective option choices in YR8</p>
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