



# Year 7 ART



## Topic Titles

1. Baseline Assessment: Elements and Principles
2. Colour Theory: Painting Skills
3. Musical Mark Making
4. Colour Theory: Sculpture
5. Ceramics: Fantasy Buildings

## Links with other subjects

**DT** – Drawing skills, rendering forms, isometric and oblique projections, colour theory and critical evaluation

**Maths** – Keywords and concepts proportion, scale, ellipse, shape, Venn diagram

**History** – Wider historical and cultural context of various artists and themes

**RE** – Symbolism and cultural significance of colour

**English** – Narrative art and storytelling, analysis

**Music** – Graphic scores and musical notation, synaesthesia

## Intent

We want our students to recognise and appreciate the wider impact art has on the world around them and be able to engage with it in an informed way. To this end our curriculum aims to develop students who are curious, independent, and resilient; confident in taking intellectual and creative risks with their work. A range of practical skills, including drawing, painting, printmaking, and sculpting are developed in response to a range of themes and subject matter, covering the broad spectrum of art, craft, and design.

This is fully underpinned by visual literacy, critical thinking, and the language skills necessary to engage with historical and contemporary contexts and develop an understanding as to how this reflects and shapes who we are. The art department aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning.

## How will knowledge and skills be taught?

Students follow a highly creative, skills-based art curriculum through studying a sequence of engaging topics. The formal elements and principles of Art and Design are at the heart of all learning in this first year and lay a strong foundation for those that follow. Focus is given to fundamental drawing, painting, and observation skills, as well as the importance of playful experimentation with materials, techniques, ideas, and influences. Research and practical exploration help solidify learning throughout the year and enable students to develop their own personal and meaningful responses to a broad range of stimuli.

## How can parents help?

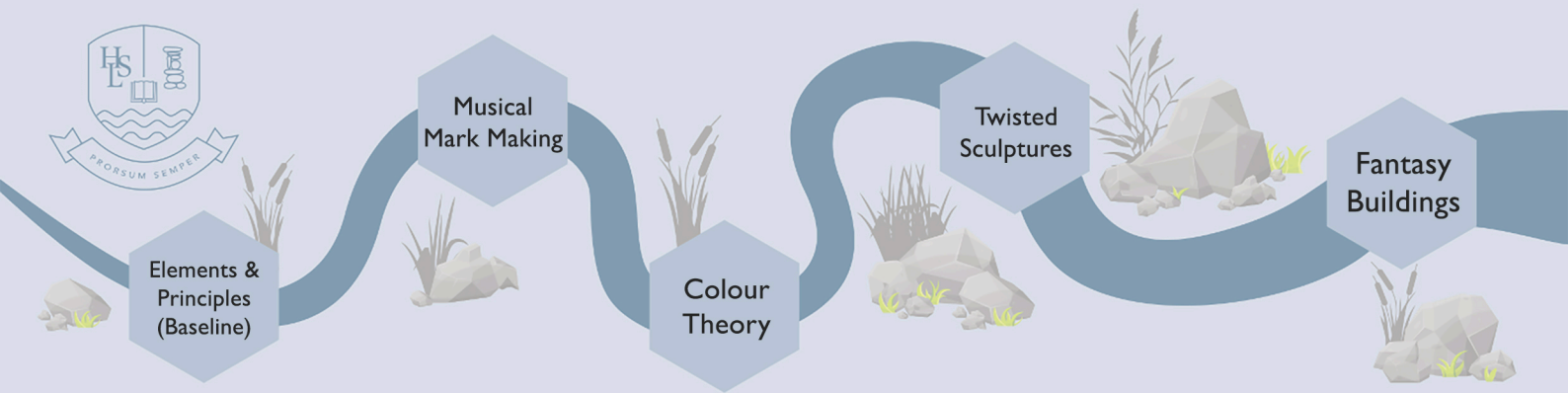
By encouraging positive engagement with the subject and practicing of key skills at home. Visits to galleries and museums help enhance what is taught in the classroom and along with watching relevant television programmes such as *Artist of the Year* and *Great Pottery Throw Down* can give the subject real-world context. A familiarity with the resources provided on the VLE would be highly beneficial, as would support with the written aspects of their work. Students should be encouraged to undertake thorough and independent research, draft and edit written work which should always be personal, not copied and pasted and use art specific vocabulary, appropriately. General discussion about lessons and looking at student's sketchbook also helpful.

## Recommended Reading and Preparation for Learning

Why is Art Full of Naked People and Other Vital Questions – Susie Hodge  
Art: A Children's Encyclopaedia – DK  
Great Art in 30 Seconds – Susie Hodge  
How to Talk to Children About Art – Francoise Barbe-Gall  
A History of Pictures for Children – David Hockney

### Websites:

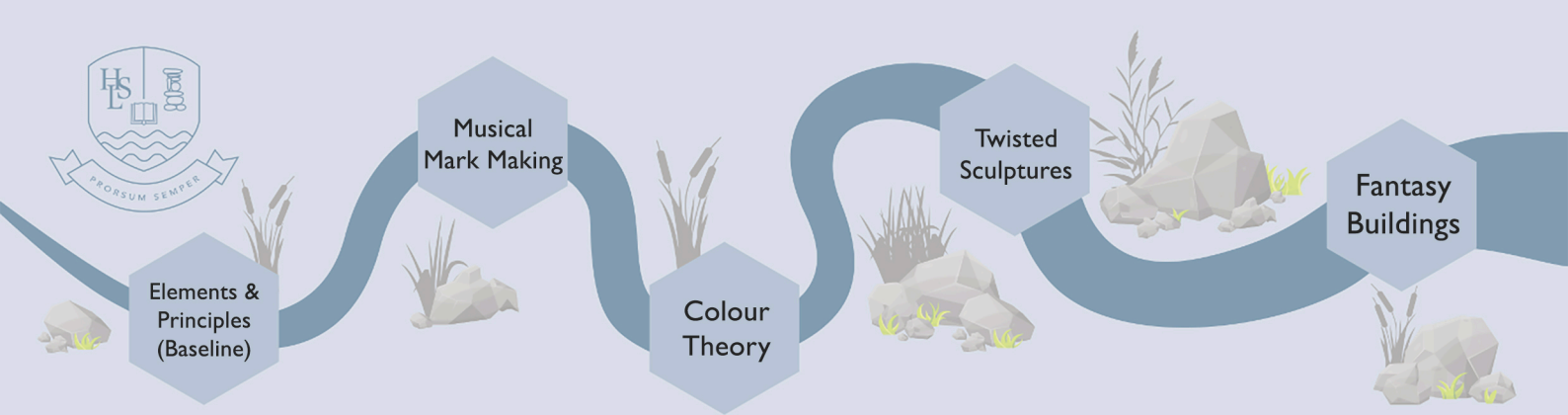
The Tate  
The National Gallery  
The British Museum  
The Vincent Van Gogh Museum  
ArtUK.org  
Google Arts & Culture



<b>Subject:</b> Art & Design		<b>Year Group:</b> Year 7		<b>Term:</b> 1 (Sept-Oct Half Term)	
<b>Module/Theme:</b> Elements & Principles – Baseline Project					
<b>Topic Outline &amp; Aims</b> (Intent) This brief unit of work aims to assess a student’s level of skill, observation, literacy and ability to learn independently at the start of the year. The work produced by each student will generate a meaningful starting point and in conjunction with HSL data, will be used to set an appropriate end of year target grade. <ul style="list-style-type: none"> <li>o To develop a basic understanding of shape, tone and form to produce 2D outcomes using a range of dry media</li> <li>o To begin to discuss and analyse the visual characteristics of other’s work with a growing consideration of wider context and meaning</li> </ul>					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) <ol style="list-style-type: none"> <li>1. Explore basic drawing techniques, including the rendering of shape and form using a variety of dry materials</li> <li>2. Draw from direct observation, applying experience of self-evaluation, materials, and processes to develop control of tools and techniques</li> <li>3. Compare and contrast the ideas, methods, historical context, and approaches in the work of others</li> <li>4. Develop subject learning through discussion as well as independent research and literacy analysis tasks</li> <li>5. Reflect on, and adapt work in response to research, feedback and personal insights</li> </ol>					
<b>Prior Learning:</b> (Context) <b>KS2:</b> Students have experience of drawing from direct observation. Students understand the element of shape and can differentiate between 2D and 3D forms. Students have been introduced to the work of several artists and art forms.		<b>Future Learning:</b> (Context) <b>KS3:</b> An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Analysis task establishes an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds. <b>KS4:</b> AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations, and insights		<b>National Curriculum Links:</b> (Context) <ul style="list-style-type: none"> <li>o Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>o Refine – To increase their proficiency in handling of different materials.</li> <li>o Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> </ul>	
<b>RRSA Links:</b> 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 17 – Access to Information 31 – Rest, Play, Culture and Arts			<b>Eco Schools Links:</b> <b>Waste</b> – Ensure all recyclable materials are disposed of correctly		
<b>British Values Links:</b> <b>Democracy</b> – <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions</li> <li>o Votes on materials/techniques</li> <li>o Debates/discussions of artists work through critical studies</li> </ul> <b>The Rule of Law</b> – <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <b>Individual Liberty</b> – <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul>			<b>Assessment of Learning:</b> (Impact) This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored. Key pieces of work for assessment: <ol style="list-style-type: none"> <li>1. Basic Forms</li> <li>2. Paper Curl Drawing</li> <li>3. Compare &amp; Contrast Analysis</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>		

<p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <p><b>Tolerance -</b> Studying artworks and traditions from other cultures and times</p>			
<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>Why is art full of naked people?</i> <i>And other vital questions</i> – Susie Hodge <i>Art: A Children's Encyclopaedia</i> – DK <i>How to talk to children about art</i> – Francoise Barbe-Gall</p> <p>michaelcraigmartin.co.uk audreyflack.com tate.org.uk/kids</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>Shape, form, tone, value, object, blend, symbol, contour, highlight, render, contrast, scale, shadow, simplified, midtone, shading, colour, outline, cast shadow, stippling, hatching, vanitas, ellipse, scumbling, reflected light, cross hatching, core shadow, composition, proportion, arrangement</p>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Shape and proportion</li> <li>o Scale and enlargement</li> <li>o Perspective</li> <li>o Venn diagram</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>o Designer – Various Applications</li> <li>o Art Teacher / Education</li> <li>o Illustrator / Animator</li> </ul>

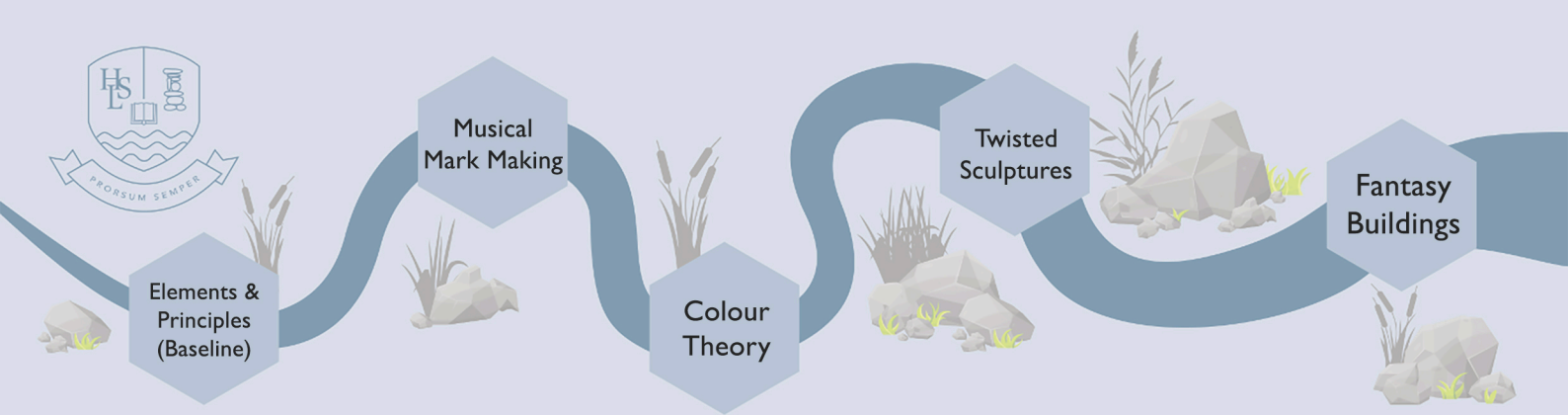




<b>Subject:</b> Art & Design	<b>Year Group:</b> Year 7	<b>Term:</b> 2-3 (Oct Half Term - Jan)
<b>Module/Theme:</b> Musical Mark Making		
<p><b>Topic Outline &amp; Aims</b> (Intent)</p> <p>Following on from the formally graded assessment, this unit is designed to allow students an opportunity to explore and experiment with tools, materials and concepts. Consideration of how other artist have used mark making to achieve different effects and purposes will be explored and students will respond to a range of stimuli including sound, emotion and narrative.</p> <ul style="list-style-type: none"> <li>o To develop an informed understanding of mark making through meaningful experimentation</li> <li>o To discuss and analyse the visual characteristics of other’s work with a growing consideration of wider context and meaning</li> <li>o</li> </ul>		
<p><b>Key Skills and Knowledge taught through this topic:</b> (Intent)</p> <ol style="list-style-type: none"> <li>1. Explore experimental mark making, using unconventional tools and wet media</li> <li>2. Draw from imagination, applying experience of self-evaluation, materials, and processes to develop control of tools and techniques</li> <li>3. Compare and contrast the ideas, methods, historical context, and approaches in the work of others</li> <li>4. Interpret auditory stimuli in a personal and visual way, justifying the decisions made to produce an outcome</li> <li>5. Reflect on, and adapt work in response to research, feedback and personal insights</li> </ol>		
<p><b>Prior Learning:</b> (Context)</p> <p><b>KS2:</b></p> <p>Students have experience of drawing from direct observation.</p> <p>Students have produced drawn work using simple marks.</p> <p>Students have experience of writing and storytelling using descriptive language.</p> <p>Students have been introduced to the work of several artists and art forms.</p> <p><b>Year 7:</b></p> <p>During the previous baseline assessment students have been introduced to basic mark making techniques; stippling, hatching, scumbling, shading.</p> <p>Students have also had to explore the work of relevant artists, compare their visual qualities and make give informed opinions.</p>	<p><b>Future Learning:</b> (Context)</p> <p><b>KS3: Colour Theory</b></p> <p>An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond.</p> <p>Analysis task establishes an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds.</p> <p>Open experimentation and the refinement in the use of materials and techniques to fulfil a personal objective is exercised in this project.</p> <p>Interpretation of information and the visual representation of abstract ideas and stimuli is also developed.</p> <p><b>KS4:</b></p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations, and insights relevant to intentions as work progresses</p> <p>AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p><b>National Curriculum Links:</b> (Context)</p> <ul style="list-style-type: none"> <li>o Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>o Refine – To increase their proficiency in handling of different materials.</li> <li>o Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>o Language – developing and using creative, critical and technical language such as listening, speaking and writing, enabling students to interact and express their personal understanding, intentions and ideas.</li> </ul>



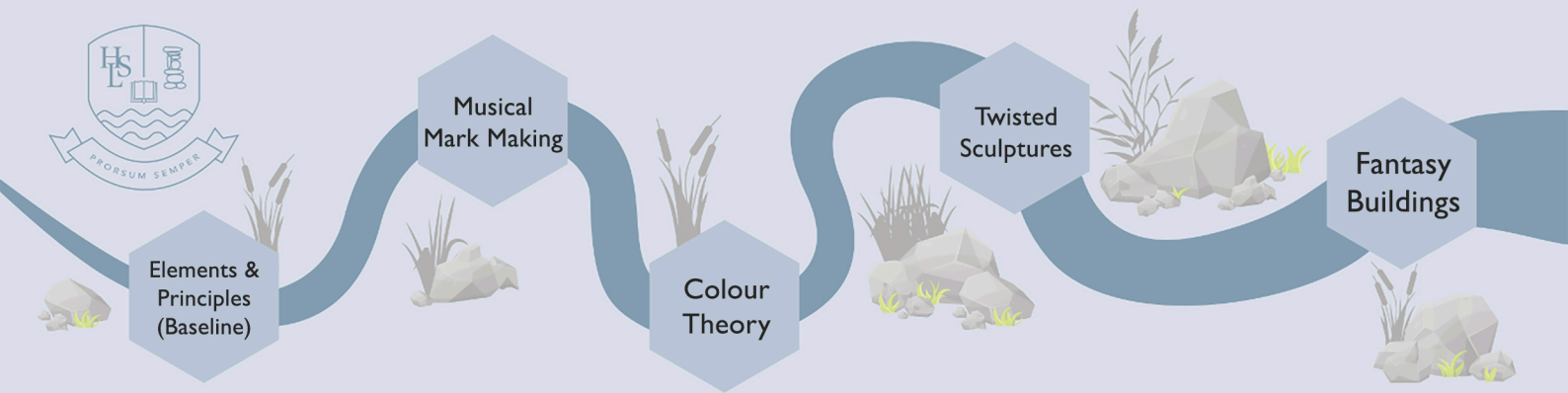
<p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions</li> <li>o Votes on materials/techniques</li> <li>o Debates/discussions of artists work through critical studies</li> </ul> <p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <p><b>Tolerance -</b></p> <p>Studying artworks and traditions from other cultures and times</p>		<p><b>Assessment of Learning: (Impact)</b></p> <p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored.</p> <p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> <li>1. Dictionary</li> <li>2. Dot's Journey</li> <li>3. Musical Score</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>	
<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>Why is art full of naked people?</i>  <i>And other vital questions</i>  – Susie Hodge</p> <p><i>Art: A Children's Encyclopaedia</i>  – DK</p> <p><i>How to talk to children about art –</i>  Francoise Barbe-Gall</p> <p><i>Making Marks –</i> Elaine Clayton</p> <p>moma.org  tate.org.uk/kids  thisiscolossal.com  artuk.org  artsandculture.google.com</p>	<p><b>Key Vocabulary: (Literacy)</b></p> <p>mark making, composition, rhythm, movement, dense, gestural, texture, narrative, expressive, experimentation, layer, continuous, spikey, dash, flow, emotion, audio, balance, form, contrast, mood, tone, scale, interpret, imply, arrangement</p>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Shape and proportion</li> <li>o Repetition</li> <li>o Measurement</li> <li>o Data Visualisation</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>o Illustrator / Animator</li> <li>o Multimedia Artist</li> <li>o Sound Designer</li> <li>o Interactive Media Designer</li> <li>o Art / Music Therapy</li> <li>o Children's Book Illustrator</li> </ul>



<b>Subject:</b> Art & Design	<b>Year Group:</b> Year 7	<b>Term:</b> 3-5 (Jan – Early May)
<b>Module/Theme:</b> Colour Theory		
<p><b>Topic Outline &amp; Aims (Intent)</b></p> <p>This extended unit of work is divided into two parts (painting and sculpture) and taught consecutively in the Year 7 programme of study. The first part of this project establishes students understanding of colour theory, its principles and application in using paint. The second part (twisted sculpture) allows students to apply these principles to more personal outcomes and demonstrate their understanding in relation to a broad range of artists and the concepts which inspired them. Colour mixing and the application of paint are a primary focus, supported by the correct usage of art specific vocabulary.</p> <ul style="list-style-type: none"> <li>o To establish a fundamental understanding of colour theory principles and relationships, supported by correct use of art specific terms and vocabulary related to the topic.</li> <li>o To be able to mix and apply paint successfully, with a developing knowledge of how others have been inspired by and who have used colour in their own work.</li> </ul>		
<p><b>Key Skills and Knowledge taught through this topic: (Intent)</b></p> <ol style="list-style-type: none"> <li>1. Develop an understanding of colour theory; be able to identify and use colour terms and vocabulary correctly</li> <li>2. Build confidence and skill in the ability to control and apply paint successfully through a range of painting exercises</li> <li>3. Explore colour mixing, developing technical skills and understanding to manipulate materials appropriately</li> <li>4. Research the ideas, methods, historical context, and approaches of a range of artists, designers and craftspeople</li> <li>5. Reflect on, and adapt work in response to practice, research, feedback, and personal insights</li> </ol>		
<p><b>Prior Learning: (Context)</b></p> <p><b>KS2:</b> Students have experience of drawing from direct observation. Students have some knowledge of colour theory Students have experience of handling paint Students have been introduced to the work of several artists and art forms.</p> <p><b>Year 7:</b> Students have been introduced to basic mark making techniques; stippling, hatching, scumbling, shading. Students have experience of researching and discussing the work of others and are able to give informed opinions. Students have developed and refined work in response to feedback and evaluation.</p>	<p><b>Future Learning: (Context)</b></p> <p><b>KS3: Twisted Sculptures</b> An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Analysis task establishes an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds. Open experimentation and the refinement in the use of materials and techniques to fulfil a personal objective is exercised in this project. Interpretation of information and the visual representation of abstract ideas and stimuli is also developed.</p> <p><b>KS4:</b> AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations, and insights relevant to intentions as work progresses AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p><b>National Curriculum Links: (Context)</b></p> <ul style="list-style-type: none"> <li>o Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>o Refine – To increase their proficiency in handling of different materials.</li> <li>o Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>o Language – developing and using creative, critical and technical language such as listening, speaking and writing, enabling students to interact and express their personal understanding, intentions and ideas.</li> <li>o Mixing – physical mixing of colours and optical colour mixing, to create descriptive, expressive, emotional effects and to convey ideas and intentions.</li> <li>o Painting – increasingly controlling colour, tint, tone, shade, hue, and temperature by mixing and controlling application of marks and washes.</li> </ul>

<p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions</li> <li>o Votes on materials/techniques</li> <li>o Debates/discussions of artists work through critical studies</li> </ul> <p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <p><b>Tolerance -</b></p> <p>Studying artworks and traditions from other cultures and times</p>		<p><b>Assessment of Learning: (Impact)</b></p> <p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored.</p> <p>Key pieces of work for assessment:</p> <ol style="list-style-type: none"> <li>1. Painting Worksheet</li> <li>2. Artist Fact File</li> <li>3. Still Life Photography</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>	
<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>Why is art full of naked people?</i>  <i>And other vital questions</i>  – Susie Hodge  <i>Art: A Children's Encyclopaedia</i>  – DK  <i>How to talk to children about art –</i>  Francoise Barbe-Gall  <i>The Secret Lives of Colour –</i> Kassia St Clair  <i>The Colours of History –</i> Clive Gifford and Marc-Etienne Peintre</p> <p>TedTalks (YouTube)  GCFLearnFree (YouTube)</p> <p>moma.org  tate.org.uk/kids  thisiscoolossal.com  artuk.org  artsandculture.google.com</p>	<p><b>Key Vocabulary: (Literacy)</b></p> <p>Hue, tint, tone, shade, cool, warm, colour, paint, shade, collage, neutral, palette, contrast, primary, secondary, tertiary, abstract, colour field, additive, fauvism, triadic, composition, orphism, spectrum, subtractive, analogous, harmonious, complementary, monochromatic, expressionism</p>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Shape and proportion</li> <li>o Repetition</li> <li>o Ratios</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>o Illustrator / Animator</li> <li>o Children's Book Illustrator</li> <li>o Visual Artist</li> <li>o Graphic Designer</li> <li>o Art Teacher / Instructor</li> <li>o Surface Pattern Designer</li> <li>o Interior Designer</li> <li>o Art Director</li> <li>o Art Therapy</li> </ul>

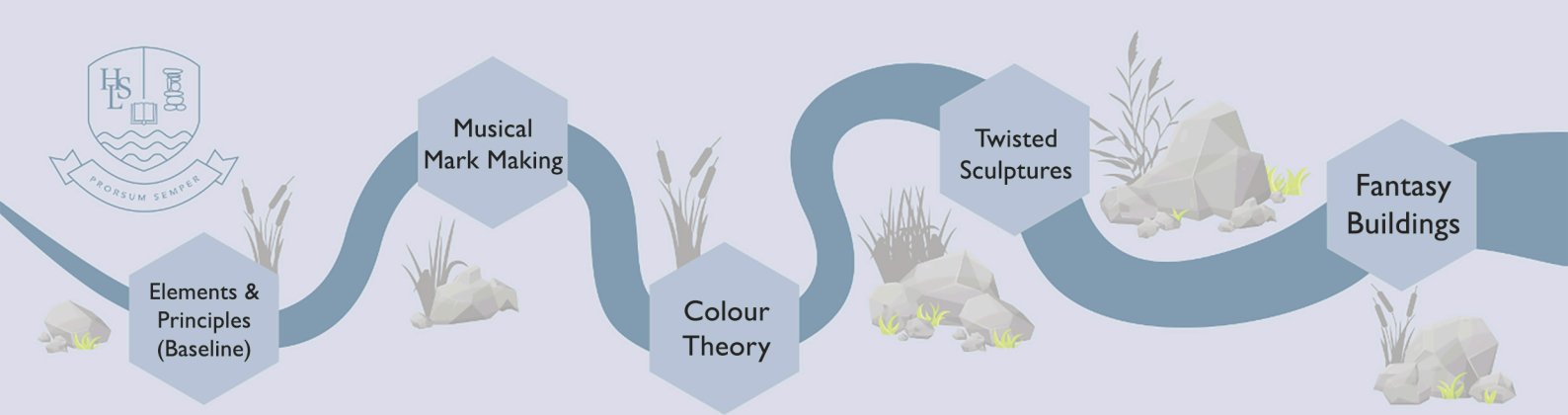




<b>Subject:</b> Art & Design	<b>Year Group:</b> Year 7	<b>Term:</b> 5-6 (May – End of Summer Term)
<b>Module/Theme:</b> Twisted Sculptures		
<p><b>Topic Outline &amp; Aims</b> (Intent)</p> <p>This extended unit of work is divided into two parts (painting and sculpture) and taught consecutively in the Year 7 programme of study. The first part of this project establishes students understanding of colour theory, its principles and application in using paint. The second part (twisted sculpture) allows students to apply these principles to more personal outcomes and demonstrate their understanding in relation to a broad range of artists and the concepts which inspired them. Students will strengthen their knowledge and experience of colour and mark making through focused research, refinement of an idea and in the creation of a personal outcome.</p> <ul style="list-style-type: none"> <li>o To explore the work of relevant artists, the movements they belonged to and the rationale behind their non-representational work.</li> <li>o To develop work from 2D designs into 3D sculptures through the thoughtful manipulation and experimentation of materials</li> <li>o To achieve an intended outcome by applying creative problem-solving, spatial thinking and artistic techniques.</li> </ul>		
<p><b>Key Skills and Knowledge taught through this topic:</b> (Intent)</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of colour theory; be able to identify and use colour terms and vocabulary correctly</li> <li>2. Build confidence and skill in the ability to control and apply paint successfully through a range of painting exercises</li> <li>3. Adapt 2D designs into 3D forms, considering interpretation and presentation of outcomes</li> <li>4. Research the ideas, methods, historical context, and approaches of a range of artists, designers and craftspeople</li> <li>5. Reflect on, and adapt work in response to practice, research, feedback, and personal insights</li> </ol>		
<p><b>Prior Learning:</b> (Context)</p> <p><b>KS2:</b> Students have experience of drawing from direct observation. Students have some knowledge of colour theory Students have experience of handling paint Students have been introduced to the work of several artists and art forms.</p> <p><b>Year 7:</b> Students have been introduced to basic mark making techniques; stippling, hatching, scumbling, shading. Students have experience of researching and discussing the work of others and can give informed opinions. Students have developed and refined work in response to feedback and evaluation. Students have experience of manipulation paint and colour. Students have experience of working in response to artists, considering their visual characteristics and methods.</p>	<p><b>Future Learning:</b> (Context)</p> <p><b>KS3: Year 8</b> An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond. Analysis tasks establishes an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds. Open experimentation and the refinement in the use of materials and techniques to fulfil a personal objective is exercised in this project. Interpretation of information and the visual representation of abstract ideas and stimuli is also developed.</p> <p><b>KS4:</b> AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations, and insights relevant to intentions as work progresses AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p><b>National Curriculum Links:</b> (Context)</p> <ul style="list-style-type: none"> <li>o Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>o Refine – To increase their proficiency in handling of different materials.</li> <li>o Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>o Mixing – physical mixing of colours and optical colour mixing, to create descriptive, expressive, emotional effects and to convey ideas and intentions.</li> <li>o Painting – increasingly controlling colour, tint, tone, shade, hue, and temperature by mixing and controlling application of marks and washes.</li> <li>o Sculpture – modelling and construction using paper and card to create maquettes and outcomes</li> <li>o Sketchbooks – to create working documents and methods of recording to generate, develop, research and record their observations and use them to review and revisit ideas.</li> </ul>

<b>RRSA Links:</b> 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 17 – Access to Information 31 – Rest, Play, Culture and Arts		<b>Eco Schools Links:</b> <b>Waste</b> – Ensure all recyclable materials are disposed of correctly	
<b>British Values Links:</b> <b>Democracy –</b> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions</li> <li>o Votes on materials/techniques</li> <li>o Debates/discussions of artists work through critical studies</li> </ul> <b>The Rule of Law –</b> <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <b>Individual Liberty –</b> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> <li>o Importance of reflection of ideas and processes</li> </ul> <b>Mutual Respect –</b> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses</li> </ul> <b>Tolerance -</b> Studying artworks and traditions from other cultures and times		<b>Assessment of Learning:</b> (Impact) This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored. Key pieces of work for assessment: <ol style="list-style-type: none"> <li>1. Artist / Movement Research</li> <li>2. Maquettes</li> <li>3. Sculpture Outcome and Evaluation</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>	
<b>Reading / Enrichment:</b> Chilli Challenge Tasks (VLE) <i>Why is art full of naked people?</i> <i>And other vital questions</i> – Susie Hodge <i>Art: A Children’s Encyclopaedia</i> – DK <i>How to talk to children about art</i> – Francoise Barbe-Gall <i>Why Your Five Year Old Could Not Have Done That</i> – Susie Hodge <i>Art Quake: The Most Disruptive Works in Modern Art</i> – Susie Hodge  TedTalks (YouTube) GCFLearnFree (YouTube)  moma.org tate.org.uk/kids thisiscolossal.com artuk.org artsandculture.google.com	<b>Key Vocabulary:</b> (Literacy) hue, tint, tone, shade, cool, warm, colour, paint, shade, collage, neutral, palette, contrast, primary, secondary, tertiary, abstract, colour field, fauvism, triadic, composition, orphism, spectrum, analogous, harmonious, complementary, monochromatic, expressionism, context, abstract, non-representational, maquette, mark making, colour wash, layer, sculpture, presentation, viewer	<b>Numeracy Opportunities:</b> <ul style="list-style-type: none"> <li>o Shape and proportion</li> <li>o Repetition</li> <li>o Ratios</li> <li>o Geometry</li> <li>o Perspective</li> <li>o 2D and 3D</li> <li>o Fibonacci Sequence</li> </ul>	<b>Career Links:</b> <ul style="list-style-type: none"> <li>o Illustrator / Animator</li> <li>o Children’s Book Illustrator</li> <li>o Visual Artist</li> <li>o Graphic Designer</li> <li>o Art Teacher / Instructor</li> <li>o Sculptor</li> <li>o Model / Prop Maker</li> <li>o Advertising</li> <li>o Interior Designer</li> <li>o Art Director</li> <li>o Art Therapy</li> <li>o Set Designer</li> </ul>





<b>Subject:</b> Art & Design		<b>Year Group:</b> Year 7		<b>Term:</b> 12-14 Lessons	
<b>Module/Theme:</b> Fantasy Buildings					
<b>Topic Outline &amp; Aims</b> (Intent)					
<p>This brief unit of work is taught within the DT rotation of lessons and is part of the Art and DT curriculum. Skills such as designing, prototyping, material knowledge and hand skills being relevant to both subjects. This unit is designed to further develop students drawing and designing skills and extend their experience of materials, processes and technical understanding.</p> <ul style="list-style-type: none"> <li>o To understand how to work with clay, exploring the slab building technique</li> <li>o To work in response to the work and ideas of others</li> <li>o To adapt and refine ideas as work progresses, making informed choices about materials, techniques and processes</li> </ul>					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent)					
<ol style="list-style-type: none"> <li>1. Explore basic drawing techniques, including the rendering of shape and form using a variety of dry materials</li> <li>2. Explore spatial design and the relationship between architectural form and function.</li> <li>3. Compare and contrast the ideas, methods, historical context, and approaches in the work of others</li> <li>4. Acquire skills and understanding relevant to hand building with clay, including correct use of key vocabulary</li> <li>5. Reflect on, and adapt work in response to research, feedback and personal insights</li> </ol>					
<b>Prior Learning:</b> (Context)		<b>Future Learning:</b> (Context)		<b>National Curriculum Links:</b> (Context)	
<p><b>KS2:</b></p> <p>Students have experience of drawing from direct observation.</p> <p>Students understand the element of shape and can differentiate between 2D and 3D forms.</p> <p>Students have been introduced to the work of several artists and art forms.</p> <p>Students have some experience of hand modelling with a similar material to clay</p> <p>Students have experience of drawing from imagination and in response to the work of artists</p>		<p><b>KS3:</b></p> <p>An understanding of the elements and principles of art and design and basic drawing techniques underpin all further projects at KS3 and beyond.</p> <p>Analysis task establishes an expectation of how to investigate and write about the work of others and develop critical and reflective thinkers with enquiring minds.</p> <p><b>KS4:</b></p> <p>AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – Refine work by selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3 – Record ideas, observations, and insights</p> <p>AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>		<ul style="list-style-type: none"> <li>o Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li> <li>o Refine – To increase their proficiency in handling of different materials.</li> <li>o Context – to learn about the art, craft and design of different time periods and cultures, understanding something of the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li> <li>o Ceramics – to develop functional, sculptural or decorative outcomes using clay and hand building techniques.</li> <li>o Sketchbooks – to create sketchbooks and methods of recording to generate, develop, research and record observations and use them to review and revisit ideas.</li> </ul>	
<b>RRSA Links:</b>			<b>Eco Schools Links:</b>		
<p>12 – Respect for Children’s Views</p> <p>13 – Sharing Thoughts Freely</p> <p>17 – Access to Information</p> <p>31 – Rest, Play, Culture and Arts</p>			<p><b>Waste</b> – Ensure all recyclable materials are disposed of correctly</p>		



<p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions</li> <li>o Votes on materials/techniques</li> <li>o Debates/discussions of artists work through critical studies</li> </ul> <p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>o The importance of health and safety in the art room</li> <li>o The importance of routine for clearing materials at the end of a practical lesson</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning</li> </ul>		<p><b>Assessment of Learning:</b> (Impact)</p> <p>This project is assessed on a single marksheet in sketchbooks. Specific tasks are assessed in detail with general feedback and overview of progress being consistently monitored.</p> <p>Key pieces of work for assessment:</p> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> </ul>	
<ul style="list-style-type: none"> <li>o Importance of reflection of ideas and processes</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in clearing and tidying the studios</li> <li>o Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses</li> </ul> <p><b>Tolerance -</b></p> <p>Studying artworks and traditions from other cultures and times</p>		<ol style="list-style-type: none"> <li>1. Visual Research</li> <li>2. Designs</li> <li>3. Final Piece</li> </ol> <ul style="list-style-type: none"> <li>o Opportunities for self and peer reflection and assessment</li> <li>o Skills tracker to monitor student progress in key areas</li> <li>o Individual target to link to next project / future learning</li> <li>o Overall grade given in line with assessment criteria</li> </ul>	
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<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>Why is art full of naked people? And other vital questions</i> – Susie Hodge</p> <p><i>Art: A Children's Encyclopaedia</i> – DK</p> <p><i>How to talk to children about art –</i> Francoise Barbe-Gall</p> <p><i>The Art of Hand Built Ceramics –</i> Susan Bruce</p> <p><i>Complete Pottery Techniques –</i> Jess Jos</p> <p>The Great Pottery Throw Down – Channel 4</p> <p>moma.org tate.org.uk/kids</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>architecture, ceramic, pottery, clay, maquette, incise, applique, plasticity, slip, modelling, texture, greenware, leatherhard, temperature, glaze, fettle, bone-dry, bisqueware, glazeware, slab building, firing, kiln, low-relief, underglaze, wedging</p>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Shape and proportion</li> <li>o Scale and enlargement</li> <li>o Volume</li> <li>o Temperature</li> <li>o Pattern</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>o Ceramic Artist</li> <li>o Studio Potter</li> <li>o Production Potter</li> <li>o Restorer and Conservator</li> <li>o Art Teacher / Education</li> <li>o Sculptor</li> <li>o Model / Prop Maker</li> </ul>