



The High School  
Leckhampton

# 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

## 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.

## 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

## 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?

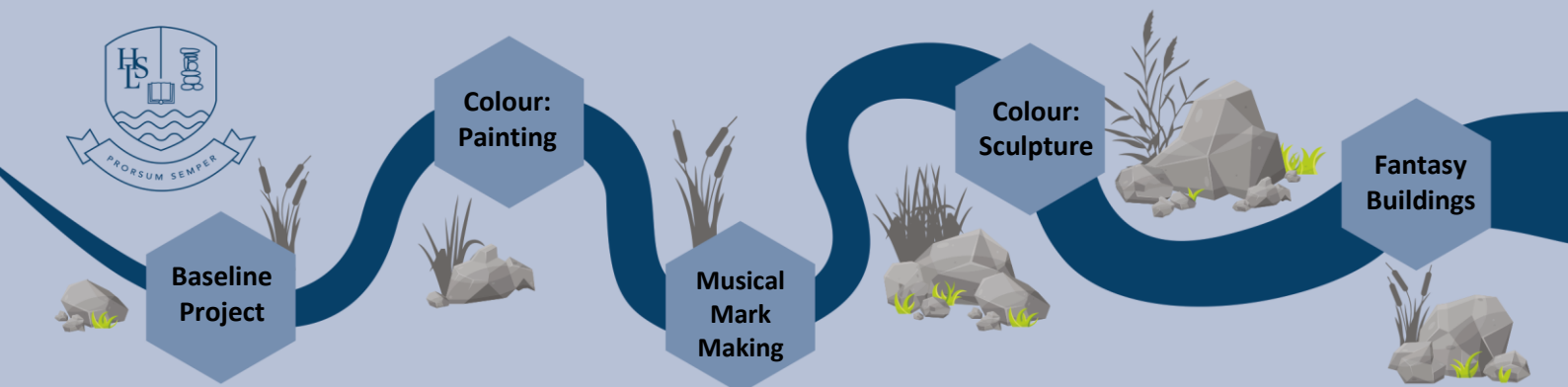
By encouraging positive engagement with the subject and practicing of key skills at home. Visits to galleries and museums help enhance what is taught in the classroom and along with watching relevant television programmes such as *Artist of the Year* and *Great Pottery Throw Down* can give the subject 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

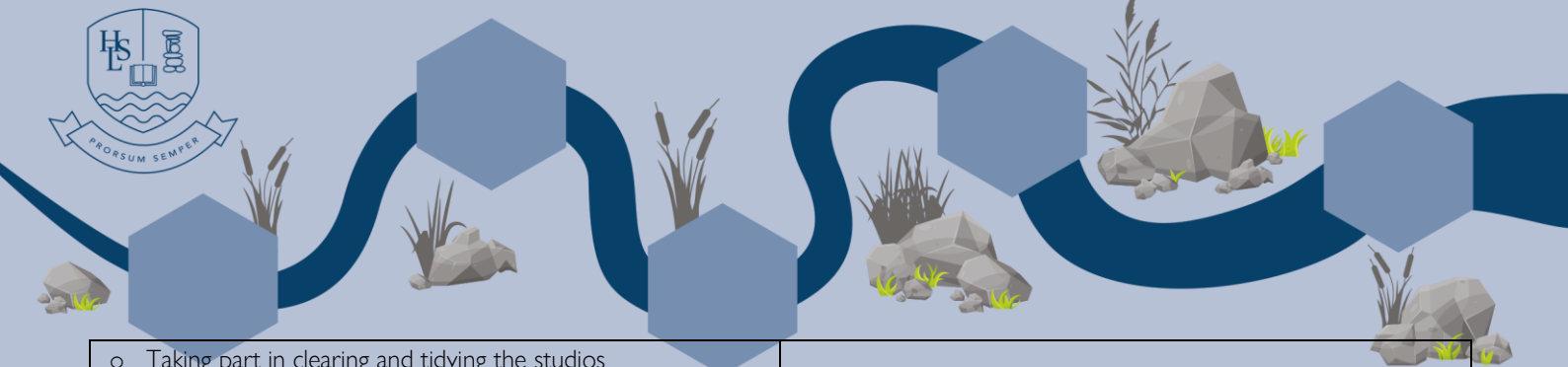
Why is Art Full of Naked People and Other Vital Questions – Susie Hodge  
Art: A Children's Encyclopaedia – DK  
Great Art in 30 Seconds – Susie Hodge  
How to Talk to Children About Art – Francoise Barbe-Gall  
A History of Pictures for Children – David Hockney

### 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 (Intent)</b> 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>○ To develop a basic understanding of shape, tone, and form to produce 2D outcomes using a range of dry media.</li><li>○ 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: (Intent)</b> <ul 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 other’s</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></ul>			
<b>Prior Learning: (Context)</b> <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: (Context)</b> <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: (Context)</b> <ul style="list-style-type: none"><li>○ Record - To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas.</li><li>○ Refine – To increase their proficiency in handling of different materials.</li><li>○ 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>Assessment of Learning: (Impact)</b> 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: <ul style="list-style-type: none"><li>1. Basic Forms</li><li>2. Paper Curl Drawing</li><li>3. Artist Analysis</li></ul> <ul style="list-style-type: none"><li>○ Opportunities for self and peer reflection and assessment</li><li>○ Skills tracker to monitor student progress in key areas</li><li>○ Individual target to link to next project / future learning</li><li>○ Overall grade given in line with assessment criteria</li></ul>	
<b>British Values Links:</b> <b>Democracy –</b> <ul style="list-style-type: none"><li>○ Freedom to voice opinions during class feedback sessions</li><li>○ Votes on materials/techniques</li><li>○ Debates/discussions of artists work through critical studies</li></ul> <b>The Rule of Law –</b> <ul style="list-style-type: none"><li>○ The importance of health and safety in the art room</li><li>○ 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>○ Importance of independent research and learning</li><li>○ 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 others strengths and weaknesses</li> </ul> <p><b>Tolerance -</b></p> <ul style="list-style-type: none"> <li>o Studying artworks and traditions from other cultures and times</li> </ul>			
<p><b>Eco Schools Links:</b></p> <p><b>Waste</b> – Ensure all recyclable materials are disposed of correctly</p>			
<p><b>Reading / Enrichment:</b></p> <p>Chilli Challenge Tasks (VLE)</p> <p><i>Why is art full of naked people</i> – Susie Hodge</p> <p><i>Fearless drawing</i> – Kerry Lemon</p> <p><i>How to talk to children about art</i> – Francoise Barbe-Gall</p> <p>michaelcraigmartin.co.uk</p> <p>audreyflack.com</p> <p>tate.org.uk/kids</p>	<p><b>Key Vocabulary: (Literacy)</b></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> <p>Shape and proportion</p> <p>Scale and enlargement</p> <p>Perspective</p> <p>Venn diagram</p> <p>Shapes and forms</p> <p>Volume</p>	<p><b>Career Links:</b></p> <p>Designer – Various</p> <p>Art Teacher / Education</p> <p>Illustrator / Animator</p>