

Subject: <b>ART</b>		Year Group: 7
Terms 1 & 2 Key Focus/Topic(s) <b>The Formal Elements</b> <ul style="list-style-type: none"> <li>Gain understanding of the formal elements of art. AO1</li> <li>Build on technical skills using the formal elements of art. AO2</li> <li>Understand how different artists manipulate the elements of art. AO1</li> <li>Understand and evaluate artists', peers' and your own work. AO1,</li> <li>A range of media explored using the formal elements as starting points including paint, pen, collage, paper manipulation, coloured pencil. AO2</li> <li>Exploration of colour and colour theory. AO2</li> <li>Application of tint, shade and tone. AO2</li> <li>Artist discussions and analysis of practitioners associated with demonstration of the formal elements. AO1</li> <li>Create personal responses reflecting the Formal Elements they have studied. AO4</li> </ul>	Terms 3 & 4 Key Focus/Topic(s) <b>Pop Art</b> <ul style="list-style-type: none"> <li>Use the formal elements of art skilfully. AO3</li> <li>Build on observational drawing skills. AO3</li> <li>Understand Pop Art, critically contextualising the art movement and its influence. AO1</li> <li>Appreciate timeline of art movements, link to key events. AO1</li> <li>Discuss artists, peers and your own work and debate topics to develop critical thinking about the work of others. AO2</li> <li>Select and use appropriate skills, techniques and media. AO2</li> <li>Tasks are linked closely to build on what they have learnt AO2</li> <li>Development of digital skills. AO2</li> <li>Create personal responses to Pop Art. AO4</li> </ul>	Terms 5 & 6 Key Focus/Topic(s) <b>Japanese Art</b> <ul style="list-style-type: none"> <li>Gain an understanding of Japanese culture and art showing knowledge of influences and inspirations. AO1</li> <li>Explore drawing and mark making techniques. AO3</li> <li>Gain understanding and develop skills of print techniques particularly associated with Eastern Art. AO1</li> <li>Understand influences of non-western art on western art. AO1</li> <li>Analyse and reflect upon your own, peer and artists' work to aid progress. AO2</li> <li>Use the formal elements of art skilfully AO3</li> <li>Discuss artists, peers and your own work AO1</li> <li>Students create personal responses to Japanese Art and Culture in a variety of media. They learn to use appropriate skills, techniques and media. AO4</li> </ul>
Terms 1 & 2 Assessment Opportunities <ul style="list-style-type: none"> <li>Baseline Test</li> <li>Tone – tonal scale, creating 3D forms using tone.</li> <li>Line - continuous line drawings</li> <li>Pattern – Bridget Riley tasks.</li> <li>Form- Coral reef &amp; 6Rs</li> <li>Shape- Matisse collage</li> <li>Texture – a range of starter tasks</li> <li>Colour - wheel</li> <li>Hundertwasser final piece- showing all of their skills but focusing on colour and pattern</li> <li>Google classroom quizzes weekly</li> </ul>	Terms 3 & 4 Assessment Opportunities <ul style="list-style-type: none"> <li>Lichtenstein Ben Day Dots</li> <li>Sweet Stack drawing.</li> <li>Keith Haring 'roll a Haring' characters</li> <li>Warhol digital repeat.</li> <li>Blake British collage</li> <li>Paolozzi Collage and pattern.</li> <li>Yayoi Kusama pumpkin sculpture final piece</li> <li>Google classroom quizzes weekly</li> </ul>	Terms 5 & 6 Assessment Opportunities <ul style="list-style-type: none"> <li>Sumi- E Ink drawings of fish</li> <li>Notan collage</li> <li>Great Wave – zentangle pattern.</li> <li>Fish Gyotaku poly tile prints on a variety of media</li> <li>Manga self portrait final piece linked to a Haiku</li> <li>Google classroom quizzes weekly</li> </ul>

Rationale:

Projects are written in order to give students the confidence they need to experiment and be creative. A baseline test is conducted to assess skill level from Primary School and tasks are created with the understanding that some may have done little to no art during Primary. The sequence of tasks begins with fundamentals of art: the Formal Elements and observational drawing skills in order to build up core skills before introducing them to a range of media, techniques and artists. The aim for Year 7 is to develop their understanding of the theoretical practical skills associated with a range of art movements. Each project builds skills and techniques that are used for GCSE. Students become proficient in a variety of art, craft and design techniques and learn how to evaluate and analyse using the language of art, craft and design. They develop their understanding and application of the historical and cultural aspects associated with their work. Homework research and quizzes reinforce content from the lesson. Do Now tasks/starters utilise low stakes testing to embed and interleave knowledge from previous lessons and consolidate knowledge of artists and key terms.

Evaluation:

Achievement is judged through ongoing reviews of work and project final pieces. Each project has a final piece which is assessed as well as smaller tasks which can be completed in sketchbooks to monitor progress. Students will self and peer assess their work to reflect and refine their project as they go. Much of the feedback is summative in the form of verbal comments during lessons but where it is written it is linked to WWW and EBI- targets set correlate to this feedback. Targets are set by students in front of sketchbooks for each term and should be related to teacher and peer feedback given. Google classroom quizzes assess and consolidate knowledge. Grades are logged and tracked on Google Classroom and contribute to audits. Success criteria is discussed with examples shown of 'High Achieving' and how to work towards a target of Gold. All resources are shared on Google classroom for staff to share. Everyone in the department can see each other's grades for comparison and reflection.