**Year 7 Art Curriculum Plan**

Art vision: To allow all boys, no matter their artistic strength or interest, to be given the skills and freedom to flourish within a creative setting and grow in confidence during their time here.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | *Food Project** Tonal shading Colour Theory
* Observational Drawing
* Colour blending and rendering
 | *Continuation of Food Project** Artist research and presentation skills
* Pattern Development
 | *Mandalas** Artist research and presentation skills
* Pattern development
* Colour blending
 | *Continuation of Mandalas** Furthering pattern development
* Composition
* Symmetry
 | *Green Man Project** Clay work
* *Painting Skills*
* *Artist movement research*
 | *Green Man Project** Photography
* *Photoshop*
* *Design development*
* *Graphics/ Storyboards*
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| **Objectives** | To use appropriate shading techniques at all times giving my work 3d qualities all over.To develop and practice how to successfully blend colour pencils together | Shade demonstrating a perceptive understanding of pencil.We are learning to develop and further our understanding of how to blend water colour paints effectively To Create an Artist research page on Food Illustrator Tom Hovey.To be able to create a collage inspired by Tom Hovey | To produce a research double page and finish for hwk on Mandalas. Some text to be included – key words or short sentences**To be able to develop patterns**To develop an understanding of pattern and create a Mandala | To develop an understanding of pattern and create a Mandala | To produce a research page and finish for hwk on Surrealism. Some text to be included – key words, images drawings and short sentencesTo develop an understanding of photoshopTo produce a creative photograph inspired by surrealist photography/ art | Present either on a Powerpoint, Hand drawn poster and or/ computerised Word document/ publisher poster of your findings on the fable ‘The Green Man’Create a Film Poster on the fable of the Green Man.To develop an understanding of the qualities of clayCreate a Design that is highly includes texture and considered composition.To be able to reflect and modify as work develops considering original design ideas. |
| **Knowledge / Skills to be acquired** | An introduction to basic drawing, shading, markmaking and colour theory skills leading on to the Food project This project will explore core drawing skills and develop boys understanding of colour, mark making skills and how to color render.Initially, students will develop a greater understanding of how to draw considering, scale, proportion, tone moving through on to colour theory.   | Watercolour painting introductionColour blending refinementObservational study and being able to draw in proportion | This project will build on the pupils understanding of colour and begin to introduce patterns in detail.  Pupils will explore the spiritual meaning of Mandalas across the globe and begin to design and make their own.   | The intention will be to create large hanging of their own mandala interpretation, applying all skills reviewed so far throughout the academic year to be displayed around the department  | Pupils will produce a research page including visual examples of the surrealist art movement.  They will continue to stretch and challenge themselves with drawing and shading techniques.  Looking at the work of various artists will develop greater contextual understanding. Year 7 will have their first big introduction to Photoshop.  They will learn how to use the basics and move on to using layer to produce their own surrealist inspired piece.  Creativity and design are key. | Students will support their mini project with contextual understanding.Students will create a film poster of the Green man, considering genre, photography and text to support their work.Storyboarding will be introduced and students will be expected to create their own, mapping out their ‘film plan’. Clay design of the green man, the final project for this term. |
| **Assessment and consolidation opportunities** | **Books will be marked by the teacher twice per term, one being an HTA assessment, boys will then self asses in green pen.****All CAT and report Grades (4-1) will be recorded on the school system but inside the front cover of each pupils book. will be expected to reflect and write a developmental comment for each assessment** HTA 1 Lemon Observational studyDevelopment comment for each assessment.  | CAT 1 autumn term observational study of fruit HTA 2 Tom Hovey Research page | HTA 3 an A3 zen doodle piece, to be completed in mixed media | HTA 4: Mandala Research PageCAT 2: Mandala Design on card | HTA 5: Photoshopped Surrealist Photograph | HTA 6: Film PosterCAT 3: Green Man clay piece, 3D Design to be marked Grade 1 – 4/ EP |
| **Links with prior / subsequent learning (interleaving / synoptic elements)** | Baseline tests to record students abilities within tonal shading, knowledge on contextual research, handwriting an abilities to interpret styles of work  | Baseline tests to record students abilities within water colour painting, building knowledge on how to contextualise research, develop handwriting an abilities to interpret styles of work | Reviewing content covered in previous term, practice and applying tonal shading, mark making techniques and blending skills and adapting to new theme | Reviewing content covered in previous term, practice and applying tonal shading, mark making techniques and blending skills and adapting to new theme | Assessing photo editing skills will allow teachers to record how much of photoshop was understood and what has been retained. Q and A at the beginning of topic will determine knowledge of students  | Reviewing Photo editing from Summer term 1, practice and applying editing skills more independently to produce poster |
| **Literacy / numeracy skills** | Literacy:Can use an increasing amount of specialist art vocabulary in well-structured sentences.Numeracy:Proportion, scale | Literacy:Artist research, interpreting meaning and annotating artNumeracy: Ratio, understanding primary secondary and tertiary colours and mixing certain amounts of colour to blend successfully | Literacy:Art research in to the derivation of Mandalas and their meanings, transitioning findings in to their own words and presenting research clearlyNumeracy: Symmetry, scale, proportion | Literacy:Art research in to the derivation of Mandalas and their meanings, transitioning findings in to their own words and presenting research clearlyNumeracy: Symmetry, scale, proportion | Literacy:Art research in to the derivation of Mandalas and their meanings, transitioning findings in to their own words and presenting research clearlyNumeracy: Symmetry, scale, proportion | Literacy: To be able to successfully support storyboard drawings with a narrative, explaining the framesNumeracy: Scale, Proportion, Measuring and assembling clay Green Man |