

Subject: ART		Year Group: 7
Terms 1 & 2 Key Focus/Topic(s): <u>The Formal Elements</u> <ul style="list-style-type: none"> Gain understanding of the formal elements of art. AO1 Build on technical skills using the formal elements of art. AO2 Understand how different artists manipulate the elements of art. AO1 Understand and evaluate artists', peers' and your own work. AO1, Printing techniques explored using the formal elements as starting points. AO2 Exploration of colour and colour theory. AO2 Application of tint, shade and tone. AO2 Artist discussions and analysis of practitioners associated with demonstration of the formal elements. AO1 Development of digital skills. AO2 	Terms 3 & 4 Key Focus/Topic(s): <u>Pop Art</u> <ul style="list-style-type: none"> Use the formal elements of art skilfully. AO3 Build on observational drawing skills. AO3 Understand Pop Art, critically contextualising the art movement and its influence. AO1 Appreciate timeline of art movements. AO1 Discuss artists, peers and your own work. AO2 Create personal responses to Pop Art. AO4 Select and use appropriate skills, techniques and media. AO2 Tasks are linked closely to build on what they have learnt AO2 	Terms 5 & 6 Key Focus/Topic(s): <u>Japanese Art</u> <ul style="list-style-type: none"> Gain an understanding of Japanese culture and art showing knowledge of influences and inspirations. AO1 Explore drawing and mark making techniques. AO3 Gain understanding and develop skills of print techniques particularly associated with Eastern Art. AO1 Understand influences of non-western art on western art. AO1 Analyse and reflect upon your own, peer and artists work to aid progress. AO2 Use the formal elements of art skilfully AO3 Discuss artists, peers and your own work AO1 Students create personal responses to Japanese Art and Culture in a variety of media. They learn to use appropriate skills, techniques and media. AO4
Terms 1 & 2 Assessment Opportunities : <ul style="list-style-type: none"> Shape – Matisse Collage. Tone – shading and cross hatching. Colour - wheel Line - prints Pattern – Bridget Riley and Ohwada tasks. Texture – Tile. 	Terms 3 & 4 Assessment Opportunities: <ul style="list-style-type: none"> Sweet Stack drawing. Warhol digital repeat. Blake British digital collage, Paolzzi Collage and pattern. Every day object final piece. 	Terms 5 & 6 Assessment Opportunities: <ul style="list-style-type: none"> Ink drawings of fish Notan Great Wave – pattern. Fish polytile prints on a variety of media Digital repeat patterns.

Rationale:

Projects are written in order to give students the confidence they need to experiment and be creative, we have to build them up after not doing much art in the last few years of primary schools in some cases. 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 aspect associated with their work. Homework research and quizzes reinforce content from the lesson.

Evaluation:

Achievement is judged through ongoing reviews of work and project final pieces such as the Japanese prints. Students will self and peer assess their work to reflect and refine their project as they go. Show My Homework quizzes assess and consolidate knowledge. Moodle is used to track student's grades which can be used for audit and data analysis. Success criteria is discussed and students understand how to work towards GCSE grades 5+. All resources are shared on Moodle for staff to share. Everyone in the department can see each other's grades for comparison and reflection.