

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

Year 7 Art

Careers		
Local Market Information	Skills	Jobs
	<ul style="list-style-type: none"> • Creativity Problem solving • Observation, hand eye coordination • Resilience • Reflective • Observation, hand eye coordination, dexterity. • Work to a deadline/ work to a brief. • Research • Visual, Verbal and Written Communication 	Artist , Art Education, Illustrator, Art Historian, Printmaker

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 1	<u>Baseline Drawing Assessment</u>	Independent application of skills <ul style="list-style-type: none"> • Outline • Detail • Tone 	Reflecting and scaffolding theoretical understanding and skill development from KS 2. Reflecting on formal elements to analyse the work of an artist	Outline, Detail, Tone	American Artist
	Introduction to	<ul style="list-style-type: none"> • Experimentation 	<ul style="list-style-type: none"> • Concept mapping 	Formal Elements	

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
	the Formal Elements - Line,	and practice using the formal elements to develop key skills and basic concepts	<ul style="list-style-type: none"> Embedded retrieval activities Regular LSQ/whiteboard activities Self and peer assessment <u>Baseline Drawing Assessment - Key piece</u>	Line, Pattern, Tone, Pattern, Layers, Texture, Shape, Form	
Half Term 2	Introduction to Artist Research - Vincent Scarpase	<ul style="list-style-type: none"> Developing Ideas Analysing the work of others using the formal elements of art 	<ul style="list-style-type: none"> WWW EBI Student Action written response 	Abstract, Formal Elements, analyse	American Artist Pattern examples from around the world
	<u>Colour Theory, Mixing and Texture</u>	<ul style="list-style-type: none"> Develop an understanding of colour theory Explore and Develop skills using different media. Use different media to create tone 		Secondary, primary, Complimentary, Tertiary, Monochromatic.	Career Connections – Artist Education
	<u>Independent learning Task</u> <u>Formal Element Fish Designs x 4</u>	<ul style="list-style-type: none"> Creating personal responses Refining ideas and recording insights 		Regular, irregular, Organic, Geometric Linea Zentangle Repetitive	CAFOD Connections with Christian symbol of the fish Connections with Christmas celebrations
Half Term 3 & 4	Scarpase inspired Sea Creature – <u>A3 Mixed Media</u>	<ul style="list-style-type: none"> Developing ideas and creating a skilful personal Response 	Reflecting and scaffolding theoretical understanding and skill development from pervious learning Reflecting on theoretical understanding, drawing techniques and formal elements to create a mixed media outcome.	Mixed media Response Personal Hokusai Aboriginal Culture Japan	

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
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			<ul style="list-style-type: none"> Embedded retrieval activities Code call Regular LSQ/whiteboard activities Self and peer assessment 		
	Tone and drawing techniques	Drawing skills to create tone, texture and detail using pen and pencil <ul style="list-style-type: none"> Pointillism Hatching, cross hatching Feathering scumbling 	<ul style="list-style-type: none"> Embedded retrieval activities Code call Regular LSQ/whiteboard activities Self and peer assessment <p><u>Mixed Media Scarpase inspired Outcome - Key piece Assessment</u></p> <ul style="list-style-type: none"> WWW EBI Student Action written response 	Technique Tone Pointillism Blending Layers	
	Pastel Sgraffito	<ul style="list-style-type: none"> Reflecting on formal elements line, colour, texture and pattern. Using sgraffito technique to carve pastel 	<ul style="list-style-type: none"> Reflective starter activities Embedded retrieval activities Regular LSQ/whiteboard activities Self and peer assessment 	Carve Layers Line Organic Linea Pattern	
	Tone with paint	<ul style="list-style-type: none"> Reflecting on previous skills and colour theory from HT3 and applying techniques within the design 		Warm and cool Analogous Layers Blend	
	Collage	<ul style="list-style-type: none"> Reflecting on previous colour theory in HT3 and applying using collage techniques 		Hues Shades Technique Colour	
	Mixed media techniques Refining and adding detail	<ul style="list-style-type: none"> Independent personal responses. Student selection of medias to combine using previous 		Mixed media Independent Combine Realise Intentions	

	Knowledge & Understanding			Cultural Capital / Enrichment Opportunities	
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
		theoretical and practical understanding			
	<u>Independent Research Task - Cultural Connections</u>	<ul style="list-style-type: none"> Develop skills composing research and decorative elements Refine and redraft written analysis and comparisons. <p>Recording skills</p> <ul style="list-style-type: none"> Title and decorative keywords Written Analysis Artist copy 		Mythical Similarities Differences Comparison Connection Determination Resilience Cultures	Connections with historical depictions of fish around the world. Focus on Hokusai and the mythical Japanese story of the Koi Carp (teaching resilience and determination) Career Connections – Printmaker Illustrator Art Historian CAFOD – determination and resilience

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Half Term 5	Bug Research	Identification and classification of different insects and arachnids <ul style="list-style-type: none"> Classification grids Concept mapping Diagram labelling 	<ul style="list-style-type: none"> Reflective starter activities Embedded retrieval activities Regular LSQ/whiteboard activities Self and peer assessment 	Arachnid Bug Insect Arthropod Thorax Abdomen	Enrichment activity within fact finder reading QR code: How to bug hunt Career Connections – Scientific Artist Documentary Recording
	Frankenburg Designs and Final Outcomes Using mixed media	Developing ideas and creating a skilful personal Response. Skills <ul style="list-style-type: none"> Outline Detail Tone 	<u>Franken Bug Designs - Key piece assessment</u> <ul style="list-style-type: none"> WWW EBI Student Action written response Reflecting on previous learning of formal elements, drawing skills and techniques and colour theory to create an informed, skilful response.		Connections with mythical monsters – roman and Greek mythology. Career Connections – Illustrator
Half Term 6	End Of Year Drawing Assessment	Independent application of skills. Reflecting on skills developed throughout the year <ul style="list-style-type: none"> Outline Detail Tone 	<ul style="list-style-type: none"> Code call Reflective starter activities Embedded retrieval activities Regular LSQ/whiteboard activities Self and peer assessment <u>End of year Drawing assessment- Key piece assessment</u> <ul style="list-style-type: none"> WWW EBI Student Action written response 	Outline, Detail, Tone, skills, reflect	

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Term 1	Baseline Skills Assessment	To understand and assess initial skills capability and independence.	<ul style="list-style-type: none"> Regular verbal feedback is given within the classroom. Student feedback given within their Booklet assessment sheet against success criteria. WWW, EBI and Student action is also evident Assessed grades are recorded on Sims Progress Grades are communicated to Students and Guardians throughout the year.
	Independent Outcome - Formal Element Fish designs	To assess how students Independently apply research and key drawing skills within their own outcomes.	
Term 2	Independent Outcome - Cultural Connections Research	To assess independent research skills. To literacy skills and subject specific terminology. To make meaningful connections with the historical and modern work of others.	<ul style="list-style-type: none"> Regular verbal feedback is given within the classroom. Student feedback given within their Booklet assessment sheet against success criteria. WWW, EBI and Student action is also evident Assessed grades are recorded on Sims Progress Grades are communicated to Students and Guardians throughout the year.
	A3 Mixed Media Scarpace inspired Outcome	To assess how students create personal responses and develop ideas using different medias. To assess key skills and concepts taught in year 7.	
Term 3	Bug Research and Frankenbug Designs	To assess how research can Inform their own ideas. To assess drawing skills using secondary resources. To assess how students can realise intentions and create	<ul style="list-style-type: none"> Regular verbal feedback is given within the classroom. Student feedback given within

		meaningful outcomes using secondary resources.	<p>their Booklet assessment sheet against success criteria. WWW, EBI and Student action is also evident</p> <ul style="list-style-type: none"> Assessed grades are recorded on Sims <p>Progress Grades are communicated to Students and Guardians throughout the year.</p>
	End of Year Skills Assessment	To assess development of drawing skills and concepts practiced throughout the year.	