

Art
Year 7
Curriculum Overview

Intent: Year 7: By the end of the year students will understand tonal and colour theory and demonstrate tonal values with a wide range of media, create basic mark making techniques to show texture, blend and mix acrylic and watercolour. They will understand the fundamentals of art and the formal elements and demonstrate this in an individual final response(s). Students are introduced to art movements and artists from a wide range of cultures. Students will have an understanding of the Key Concepts of Structure and Pattern in art, design and will have been introduced to Key Concept Meaning.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	Tonal Theory Shading, Tonal Values	Tonal Theory and Mark Making Line, Texture, Scale and Proportion	Colour Theory Colour combinations and mixing and blending.	Contextual and Cultural Connections Art Movements and Styles	Media and Material Performance Line, Texture and Pattern	Construction form 2D into 3D Surface pattern and design.
Additional support links: Here are links to additional resources which will help your child	https://www.artyfactory.com/art_appreciation/visual-elements/pattern.html https://www.thoughtco.com/pattern-definition-in-art-182451 https://uta.pressbooks.pub/artappreciation/chapter/the-structure-of-art-form-and-design/ https://alexanderart.com/structure-of-art/ https://www.smashingmagazine.com/2010/07/what-do-we-really-mean-by-art/ https://study.com/academy/lesson/how-to-create-meaning-in-art-techniques-examples.html					
Knowledge: Included here is the specific knowledge your child will learn in detail	Students understand that 2-dimensional forms can be made to appear 3-dimensional using shading and perspective and can link this to the Key Concept of Structure.	Students understand that mark making techniques (hatching/crosshatching, stippling, etc) can add to the illusion of 3-dimensionality to a 2-dimensional drawing and can link this to the Key Concept of Structure.	Students understand the theory of colour mixing and can apply colour to create meaning in an observational drawing. Students understand that this relates to the Key Concept of Meaning.	Students understand that there are visual differences in the work of individual artists and art movements. Students understand that this relates to the Key Concept of Pattern (the rules of the style are a pattern).	Students link the mechanical reproduction of their design to the Key concept of Pattern.	Students link designing and making a 3-dimensional sculpture to the Key Concept of Structure.
Skills: Included here is the specific skills your child will learn in detail	Drawing and shading Shapes, spaces, and measures. Technical drawing Fine motor skills Visual communication	Drawing and shading Shapes, spaces and measures. Fine motor skills Visual communication	Drawing and shading Shapes, spaces and measures. Fine motor skills Visual communication	Contextual and cultural understanding An openness to new influences and concepts Exploration of ideas and views Critical and evaluative skills	Project design Project realisation Experimentation of media, materials, techniques and processes	2D design into 3D construction Technical drawing Experimentation of media, materials, techniques and processes Project design Project realisation Creative problem solving
Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.	Structure, line, shape, form, tone, connection, angles, 2D, 3D, depth	Structure, composition, space, texture, depth, 2D, 3D	Colour, mixing, blending, hues, tints, tones, shades, warm, cool, palette, emotion, representation, meaning Composition, space, unity/harmony, balance.	Pattern, visual characteristics, style Contextual reference, cultural reference, artist, designer/maker, craftsman, photographer Research, investigate, analyse	Pattern, reproduction, repetition, positive, negative, composition	Explore, develop, experiment, refine, improve, realise. Collate, create, present, purpose, express, generate, and consolidate.

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