KS 3 Curriculum Overview YEAR 7

Subject; Art LT; Tammy Moghal

Number of lessons a fortnight; 1 double

When	Title of topic/enquiry and key content covered	Links to National Curriculum -3- Range and content	Summative Assessment	Skills including- FHS skills
Autumn term year 7	**<u>Portrait and Colour</u>** Hobbies/people we admire/possessions/family Culture/likes/dislikes/ symbolic representations of self Identity - self portraits How do we like to be perceived? Look at different historical/cultural portraits Famous portraits in history e.g. • Mona Lisa Leodardo da Vinci • Matisse • Picasso	**work in, and across, the areas of fine art, craft and design, including both applied and fine art practices** **exploration of media, processes and techniques in 2D, 3D and new technologies** What are the main things that make up who you are? Hobbies, culture and family and religion? How do they play a part in your identity? Brainstorm ideas and draw images and symbols that reflect your identity How do we draw a self- portrait? Pupils will learn to draw the facial features and then develop knowledge relating to the differing **proportions** of the face and know how to accurately place facial features in a self-portrait. Pupils will understand how Mathematical proportion, scale, measurement, segments and fractions are used to divide the face and guides and grids to help pupils draw	Pupils will undergo a range of assessment: • Continual formative feedback from teacher. • Peer and self assessment • Summative grading of each finished outcome • Assessment system with	Reflect and review Be logical Practice Be creative Participate

	• Raphael • Van Gogh Produce own self portrait **demonstrating tonal skills Colour theory** Primary Secondary Harmonious Complementary Colour and mood Explore the portraiture of British artist Julian Opie	accurately. Pupils will begin to understand the importance of **tone** in giving form to their drawing's, so they appear 3D study of a range of artefacts from contemporary, historical, personal and cultural contexts Pupils will look at key portraits throughout history. Mona Lisa, Vincent Van Gogh pop art to compare. What are the main differences between these artists? How does it affect the portrait? How can colour effect the mood of a painting? How do different Artists use colour? Pupils will investigate the portraits from Artists such and Julian Opie and Craig and Karl and identify the different ways they have explored colour and pattern in their work and discuss the context in which their art is made. **Understanding of art, craft and design processes, associated equipment and safe working practices** Pupils will be taught the colour wheel **colour mixing** **Primary** and **Secondary** colours paint techniques and correct ways to using powder paints or block paints to mix colour together. They will learn about Harmonious and Complementary colours. Why do artists use Harmonious and Complementary colours? work in, and across, the areas of fine art, craft and design, including both applied and fine art practices **Pupils will develop their knowledge of colour theory through paint, colouring pencil and applied their newly developed skills into a Julian Opie style portrait of their hero/heroine**	Mastered / Advanced / Secure / Developing/ Emerging	

Spring term 1st year 7	Heroes/heroines (must be British?) Produce a portrait of their hero/heroine in style of Julian Opie applying skills in colour theory and colour mixing	exploration of media, processes and techniques in 2D, 3D and new technologies Pupils will extend their knowledge relating to the differing proportions of the face and know how to accurately place facial features. Pupils will develop colour mixing skills through paint and colour blending with a variety of different media. **Study of a range of artefacts from contemporary, historical, personal and cultural contexts Pupils will learn how to Paint their hero in the style of Julian Opie** Pupil will investigate the portraits of Julian Opie and focus on how he has explored colour. What is Julian's Opie's Colour pallet and what is the visual effect of his colour choices? Pupils will discuss his work and discuss the context in which his art is made and used **Understanding of art, craft and design processes, associated equipment and safe working practices** Who inspires you and why? Who is your hero or heroine? Pupils will be taught colour mixing paint techniques and Pupils will develop and create own Julian Opie style portrait based on a person who has inspired them. Why is proportion so important to an image which is stylized? Pupils will research the Artist Craig and Karl and explore pattern colour and design to create their own Craig and Karl inspired portrait. Literacy Key words proportion / shape/ form / colour/ tone/ primary/ secondary / harmonious/ complementary/ pattern/ colour/ portrait	Pupils will undergo a range of assessment: Pupils will undergo a range of assessment: • Continual formative feedback from teacher. • Peer and self • GPOP • assessment • Summative grading of each finished outcome • Assessment system with Mastered / Advanced / Secure / Developing/ Emerging	Reflect and review Be logical Practice Be creative Participate

		Museums: National Portrait Gallery National Gallery Maths Proportion – fractions ½ 1/3 parts of the face and symmetry **Rational for order of curriculum introduction to the 8 elements through the Introduction to drawing / artists/ portraiture and colour theory in ART and DESIGN. Pupils are introduced to how Art is an integral part of culture and society and sets humans apart. Pupils develop personal pieces inspired by their own heroes. Pupils explore how complementary and harmonious colours can be used in painting.**		
2nd Half Spring term Summer term year 7	See separate POS			
Autumn term year 8	**Natural forms** **Explore formal elements of tone, colour, texture, form** **Explore work of 3-D ceramics artist designers who are inspired by Natural Forms**	**Will work in, and across, the areas of fine art, craft and design, including both applied and fine art and elements of DT curriculum** **Study of a range of artefacts from contemporary, historical, personal and cultural contexts** Pupils will research, design and make a clay pot inspired and influenced by a variety of **natural forms** and **ceramic artists**	Pupils will undergo a range of assessment: • Continual formative feedback from teacher. • Peer and self	Organise information Use memory Practice Be creative

	Kate Malone and Francis Doherty. Andy Rogers **Focus on Form and colour shape and texture and materials oil pastels and colour pencils** **Pupils design and create own clay pot inspired by above artist and observational drawings** **Health and safety implications of using clay**	Pupils will explore the sculptural forms/of the ceramic work Kate Malone or Francis Doherty, Alice Ballard and Andy Rogers Pupils will research Ancient Greek/ Chinese Vessels to gain an understanding of Ceramic work in an Historical context. Pupils will be introduced to oil pastels and colour pencils and be taught to blend colours together to create **Form**, **Tone and Shape**. Pupils will look at Maths: **symmetry** and **proportion** and **Scale** to create drawing of **Kate Malone** pots. **Understanding of art, craft and design processes, associated equipment and safe working practices** Pupils will create a design sheet with 2 designs for their own Clay vessels and pots inspired by Natural forms artists. How can **shape and form be influenced by Nature**? How can natural forms **inspire** the **shape** and form? How can **texture** effect the **design**? What patterns, shapes, and line can inspire you to Create applied or **scored** decoration? Pupils will write and explain ideas through **annotations** used subject specific er 2 and 3 keywords Make a thumb pot, **applied relief** and **incise** decoration inspired by relevant research. Pupils will learn how to make a **thumb pot, apply relief and incise decoration.** Pupils will make **clay pinch** or **coil pots** and then **apply** and **incise** decoration Pupils will learn about the health and safety implications of using clay.	• GPOP • assessment • Summative grading of each finished outcome • Assessment system with Mastered / Advanced / Secure / Developing/ Emerging	Plan Research and explore participate

		Pupils will paint pots once they have been **fired** in the **Kiln** **Rationale for sequence** **This POL develops skills and introduces pupils to artists and cultures. Pupils develop drawing skills and experiment and with new skills using different media. Pupils develop creativity and explore ideas taking inspiration from a number of cultures and artists. Pupils create personal design sheets. They create the designs from 2D to 3D relief.**		
Spring term 2nd Half year 8	**Architecture**	**Work in, and across, the areas of fine art, craft and design, including both applied and fine art practices** **study of a range of artefacts from contemporary, Historical, personal and cultural contexts** **Study of a range of artefacts from contemporary, historical, personal and cultural contexts.** P upils will research and explore Architectural buildings from around the world. Pupils will create drawings of Architectural building show an understanding exploring the Mathematical proportion, scale. How does Architecture effect and reflect a Culture and Religion and Identity? How can architecture effect the environment? Pupils will look at iconic British Architecture from Gothic Cathedrals to contemporary landmarks in London EG: The London Shard and the Gurkin and Taj Mal. **Understanding of art, craft and design processes, associated equipment and safe working practices**	Pupils will undergo a range of assessment: • Continual formative GPOP • feedback from teacher. • Peer and self-assessment • Summative grading of each finished outcome • Mastered / Advanced / Secure /	

		Pupils will explore the contrast between artists and architecture. They will look at Architectures relationship with nature – Hundertwasser. Pupils will Explore the quirky shapes and proportions of the buildings the geometric and organic shapes and pattern and colour of the buildings. Pupils will contrast this with Cheism overlapping famous buildings with colour and line.	Developing/ Emerging • Visual exemplar	
Summer term year 8	Designing print motif learning pattern repeat sequences Textile felt Motif and relief design Poly block printing of architectural motif to explore pattern shape and design	**Work in, and across, the areas of fine art, craft and design, including both applied and fine art practices** Design a composition inspired by architecture and the artist Cheism – line, shape, colour using cross hatching to create a 3D form Pupils will design a Mono print inspired by different architectural shapes and lines and forms and positive and negative space Pupils will be introduced to lino/ poly printing Pupils learn a range of repeat pattern prints using colour, challenge blending colour - harmonious and complementary colours to repeated pattern prints of architecture **understanding of art, craft and design processes, associated equipment and safe working practices** pupils will understand health and safety implication of using Block poly board printing ink and methods **Rationale for sequence** **This project builds of pupils knowledge from year 7 with painting and printing. Pupils Create drawings of**	Pupils will undergo a range of assessment: • Continual formative feedback from teacher. • Peer and self assessment • GPOP • Summative grading of each finished outcome • Assessment system with	Organise information Use memory Practice Be creative Plan Research and explore participate

		Architecture and then developing drawing skills and develop them into water colour paintings and prints. Pupils build on colour theory learnt in year 7. Pupils then explore the theme of architecture in greater depth by developing mono and poly block prints inspired by architectural shapes.	Mastered / Advanced / Secure / Developing/ Emerging • Visual exemplar	