

Year 7 Art Curriculum

The focus in Year 7 is initially on learning skills and techniques required for effectively communicating ideas and about developing an awareness of the Formal Elements. Towards the end of the Summer term students use these skills and techniques and their aesthetic understanding in an imaginative project in which they generate their own creative ideas to sum up the skills and knowledge they have acquired.

<u>Autumn Term</u>	<u>Assessment</u>	<u>Extension/development activity</u>
<p>*Benchmark observational drawing.</p> <p>*Skills-based short tasks. Exploring mark-making and how to create different patterns, lines and textures can then be utilised for drawing</p> <p>*Architecture Study – Building up a highly detailed composition using a range of marks to depict different buildings from around the world.</p> <p>*Colour Theory - Introduction to colour and watercolour painting. Mixing colours, understanding tints, tones, hues etc.</p> <p>*Dry mixing colours Autumn leaves on coloured paper</p>	<p>*Record observations with accuracy demonstrating awareness of contrasts, patterns and shapes.</p> <p>*Record, Develop and Present a personal response. How well does the composition work? Are there lots of different tones? Is there plenty of detail and mark-making in the buildings?</p> <p>*Refine. How well does the composition work? How effective is my colour blending? Contrasts, diluted or strong colours.</p> <p>*Record, Experiment. Combine media, record accurately and then use imagination to add decorative elements. Have I created new more subtle colours? Emphasised shapes with decorative outlines?</p>	<p>*Go sightseeing and take photographs. Try using black and white filters for added effect. Artist- Simon Marsden</p> <p>*Look around the area you live and see how buildings vary from different times, materials used, functions etc.</p> <p>*Research a range of Architectural styles and consider how structure, decoration and form are linked to Culture and or Faith.</p> <p>*Go for a walk in the countryside, visit a park or arboretum and look at leaves and trees as they change. Take photographs, collect and press fallen leaves.</p>
<p><u>Spring Term</u></p> <p>*Vegetable Still Life Students to build up a layered observational painting of a Still Life, learning how to construct a watercolour painting made up of translucent washes and learning how to blend.</p> <p>*Exquisite Corpse Project Students to create an imaginative character inspired by the Ted Hughes poem</p>	<p>*Record from direct observations, experiment with paint in order to develop and refine technical ability. Have I built up a painting using translucent washes, working from light to dark, translucent to more opaque? Have I clearly depicted the light areas and the dark areas and have I skilfully blended? Is the detail and texture rendered with care?</p> <p>*Develop ideas with links to inspirational materials. Experiment with a range of</p>	<p>Dutch Vanitas research. Set up and photograph a Still Life at home that makes a comment on 'The Human Condition' as inspired by Dutch Vanitas painting. Discuss why this theme has remained popular with artists throughout the ages. Find examples of Vanitas paintings if you get the chance to visit an Art Gallery.</p> <p>*Research monsters, myths, legends, fairies and aliens finding a context that most inspires you. How</p>

<p>'Wodwo' and the Exquisite Corpse surrealist images/game. Students to construct with reference to observation work of natural forms and bring into play all the skills and techniques covered thus far. Students to write a poem or a story. Direct observation from a series of natural forms.</p> <p><u>Summer Term</u> <u>Textiles Project</u> *Research different styles of handmade embroidered pincushions. * Design a series of pincushions with a range of different design proposals using pens and blended colouring pencil or watercolour wash technique to illustrate. * Annotate designs with technical information, stitch types and various embellishments. *Create a small felt pincushion with at least 8 different embroidery stitches, beads, sequins and a button.</p> <p><u>End of Year Test</u> Combine your best bits of Year 7 into a colourful composition covering the descriptive terms on the paper.</p>	<p>compositions/constructs and explore mixed media. Record ideas with sketches and photography – demonstrate refinement in your final piece. Present a personal outcome that is well-considered. Does the construction of my character work? Is it coherent and well-planned? Have I demonstrated skill and refinement in my recording? What is the essential mood, atmosphere or character communicated? How can I develop this into my story or poem?</p> <p>*Assessed preparatory image research and designs. *Regular evaluation and verbal feedback on work as it develops.*Pincushion assessed on range of stitches and technical skill.</p> <p>*Present. How well do the different elements work as a composition? Colour scheme? Accuracy of illustration, Use of imagination?</p>	<p>can you use this to take your ideas even further? Find example is Poetry and Literature where metamorphosis takes place.</p> <p>*Assist in gathering resources for more individual outcomes. * Check out how to create stitches online. www.sarahhomfray.com videos. *Watch How to videos.... The Stitch Library. www.rsnstitchbank.org/wall</p>
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