



Year 7 Curriculum Overview

Rationale: The Year 7 Art Curriculum is designed to give students the necessary drawing and painting skills through a series of drawing exercises, which are built on and lead into sophisticated outcomes. Students come to NLS with very varied experiences of Art from Primary Schools, so our curriculum is designed to help students learn how to use draw basic shapes, and gradually building their confidence to draw complex objects and still life. In the last term the curriculum focuses on colour theory and painting skills using a variety of tools and techniques. This builds onto seascapes and landscape paintings with textural materials and effects. The skills learnt in year 7 are fundamental in the development and confidence of our students. These are regularly revisited skills which students then use to make better use of in further projects.

The formal elements in Art are to be practised throughout the Art Curriculum Journey so students create stronger outcomes. A broad curriculum is offered that helps students use the formal elements, whilst exploring materials, techniques, tools and processes, in order to create stronger outcomes.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	<p>Learning the formal elements to help draw still life. Knowledge of shading and tonal qualities for FORM. Students will draw basic shapes (circle/cube/cylinder forms) using pencil tones. Students will apply tones to drawings of actual objects: tin can, apple and Oxo box. Students will then be introduced to drawing still life and learn to arrange objects in an interesting way.</p>		
	<p>Students start with exercises in pencil shading, and application of tones to simple shapes to create FORM. (Sphere/cube/cylinder shapes).</p> <p>Students will then use this knowledge to help them draw more complex still life objects focusing on the FORMAL ELEMENTS. (Bottles, tin cans, apples, balls and small boxes).</p>	<p>FAR 1:- RECORDING still life Students will be assessed on their overall shading and blending skills, as well as their application of tones onto basic shapes and still life objects. FORMAL ELEMENTS are: _</p> <ul style="list-style-type: none"> • TONE • FORM • LINE • TEXTURE • SHAPE • COMPOSITION • PROPORTION 	<p>Minimum homework expectation - to be set on G4S None set as requested by school for the first half term.</p> <p>Optional homework tasks Students can watch YouTube videos on drawing spheres, cylinders and cubes, apples, oranges, tin cans to develop skills if they feel they need to practise.</p> <ol style="list-style-type: none"> 1. Flip Learning- find videos on still life drawing, watch and do the drawing activity. 2. Create interesting still life at home using different backgrounds. Photograph and print out the best. 3. Draw the outline shapes of still life and collage magazines inside to make an interesting piece of Art.

		<p>There are opportunities to use self and peer assessment so that strengths and weaknesses are identified. This helps with the written responses and setting of goals in this half terms FAR.</p> <p>Learning Ladders of past students work will help with the identification of progress overall.</p>	<p>4. Draw or paint still life of your choice inspired by a still life Artist of your choice.</p> <p>-</p>
	<p>Students will apply learnt knowledge of the FORMAL ELEMENTS, in a series of lessons about still life and composition arrangements. They will use their knowledge of shape, tone and form to help them create stronger still life drawings.</p> <p>Students will then produce a final final piece drawing with a still life and background. This will be assessed for the formal elements shown in FAR 2.</p>	<p>FAR 2 :- Recording Still Life Students will create still life compositions and be assessed overall on their use of the FORMAL ELEMENTS BELOW.</p> <ul style="list-style-type: none"> • TONE • FORM • LINE • TEXTURE • COMPOSITION • SHAPE • PROPORTION <p>Learning Ladders of past students work will help with the identification of progress overall.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ol style="list-style-type: none"> 1) Draw a still life of three objects as an outline only. (Bottles, boxes and fruit to be used). 2) Set up a still life of five objects and photograph these front on, low level and high level. 3) Create a Christmas or get well card for our charity kissing it better. A5 size in colour. <p>Optional homework tasks and Literacy resources</p> <ol style="list-style-type: none"> 1. Find a Still life Artists you admire and copy there work and do your own version. 2. Flip Learning- find videos on still life drawing, watch and do the drawing activity. 3. Create interesting still life at home using different backgrounds. Photograph and print out the best. 4. Draw the outline shapes of still life and collage magazines inside to make an interesting piece of Art. 5. Draw or paint still life of your choice.
Spring Term	<p>Students will practise how to apply their knowledge of the formal elements when drawing garden tools whilst testing out new techniques and materials.</p> <p>In the second half of the term year 7 will engage in mindfulness drawings to encourage relaxation techniques, and will conclude with a protest Art piece unique and personal, after looking at and responding to Artists work.</p>		

	<p>Students will use a wider range of mixed media techniques to show age of a garden tool. These will be practised in their sketchbooks first. Students will explore how best to use the materials to create positive and negative space, as well as aged effects, after looking at the “tool box” artwork of Jim Dine.</p> <p>Students will plan and create one A3 outcome using their favourite tools and mixed media techniques which will be assessed in FAR 3.</p>	<p>FAR 3 :- Experiment and refine Students will be assessed on their ability A3 outcome which consolidates their use of materials and techniques, whilst also assessing student’s use of materials for aged effects and FORM. Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ol style="list-style-type: none"> 1. Find information out about the Artist Jim Dine that explains his artwork. 2. Gather tools from the house: kitchen tools or from the garden shed. Photograph these as Jim Dine compositions. 3. Print off a large copy of a “tool box” artwork by Jim Dine and copy it in suitable material. <p>Optional homework tasks and Literacy resources</p> <ol style="list-style-type: none"> 1. Flip Learning- find videos rust effects with materials. Try these out. 2. Go and take photos of rusty objects, peeling paper and worn out things. Print off and stick in your sketchbook. 3. Draw or paint tools/garden shed objects trying to capture the age of it. Could work on stained backgrounds.
	<p>Students will respond to the relaxing drawing techniques of Artist Mr Doodle who has transferred his skills into advertising for major companies such has Nike and Pepsi Cola.</p> <p>There are careers references to illustrators in our Depts careers focus which students will watch.</p> <p>Students will complete a small card protest piece personal to them which will be assessed. They will reflect on the style of Art created by political Artist Yoshimoto Nara, who believes students should have a voice.</p>	<p>FAR 4:- Development of own ideas through critical understanding of a political or social issue the student is passionate about. Create a personal outcome.</p> <p>Students will develop characters in your work and use these to convey an issue that is important to them, whilst capturing the style of Japanese artist Yoshimoto Nara.</p> <p>Learning Ladders of past students work will help with the identification of progress overall and set goals (actions of FAR sheet) to achieve.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ol style="list-style-type: none"> 1. CHARITY PIECE FOR KISSING IT BETTER CHARITY. Create a page of doodle creatures in the style of Mr Doodle (look on YouTube for inspiration) for someone else to colour in. hand in to your Art Teacher to forward to the charity. 2. Find out about Mr Doodle- Q who has he also designed work for? 3. Find on You Tube mindfulness or relaxation video and practise breathing and giving yourself ten minutes of relaxation time a day. Q how do you feel after a week of practise? <p>Optional homework tasks and Literacy resources</p> <ol style="list-style-type: none"> 1. Create your own doodle character mural on a pavement at home using chinks in the style of Sixeart. Photograph and email to your teacher. 2. Look at the photographic collages by the artist Barbera Kruger that have messages or slogans. Create your own in her style that has a message about an issue personal to

			<p>you. Use cut up newspapers or your own photography to add text to.</p> <p>3. Create a poster to discourage people from using plastic.</p>
Summer Term	<p>Student will develop their understanding of colour theory, applying this knowledge further into tones, tints and shades of colours. Has their skills improve students will create a monochromatic painting and a mixed media seascape or landscape painting. This will develop their ability to create stronger creative outcomes. They will learn how to use paint brushes for different effects and atmosphere.</p>		
	<p>Students will learn how to mix and apply a wide range of colours including tints, tones and shades of the colour wheel.</p> <p>Students will learn from the colour wheel about complementary and contrasting colour pallets and how these can be manipulated for effect.</p> <p>Students will learn further how to use colours in a variety of ways to create a variety of art work from the flip learning videos provided.</p> <p>Last of all students will consolidate all they have learnt about shades. Tones and tints in the creation of a monochromatic landscape painting which will be assessed for FAR 5.</p>	<p>FAR 5 Experiment with colour theory and explore this in creating homework pieces.</p> <p>Students will be assessed on the home learning and painting skills. Painting skills knowledge:-</p> <ul style="list-style-type: none"> • Secondary • Tertiary • Tones, tints and shades • Monochromatic colour leading onto a landscape painting of their choice. 	<p>Minimum homework expectation - to be set on G4</p> <ol style="list-style-type: none"> 1. Watch the video on colour theory ready for a quiz in class. 2. You complete two of the flip learning tasks by watching the video link provided and completing the activity on colour theory. 3. Find a monochromatic landscape. Print it off large ready to copy in class. <p>Optional homework tasks and Literacy resources</p> <ol style="list-style-type: none"> 4. You can complete more than the two required flip learning activities. 5. You can set up still life at home and paint it or go out and paint outside what you like to look at.
	<p>Students will be consolidating last half terms colour theory and painting skills in the testing out and production of a mixed media</p>	<p>FAR 6 Explore materials, tools and techniques. To use pipet, splash, netting, pallet knife techniques. A02</p>	<p>Minimum homework expectation - to be set on G4S</p> <ol style="list-style-type: none"> 1. Find out about Kurt Jackson and how he mixes materials in his paint. Try this out in class. 2. Find either four photos of sea coast and bring them into school to work from in class.

	<p>sea scape after looking at the Artwork of Kurt Jackson.</p> <p>Students will explore how he effectively uses other materials like netting, sand and small pebbles creatively and in a refined and purposeful way. This will be assessed in FAR 6.</p>	<p>Building on colour theory and now composition knowledge, refining it to create a mixed media final piece that utilises homework and resources collected by the student.</p> <ul style="list-style-type: none"> • Focal Point • Horizon line • Rule of thirds • Texture • Atmosphere. • Tints, tones and shades. 	<ol style="list-style-type: none"> 3. Complete a pencil tonal drawing of one of the sea scape pictures or a painted version of it. 4. Collect materials like netting, bubble wrap, blue coloured papers, sand, small pebbles to use in class. <p>Optional homework tasks and Literacy resources</p> <ol style="list-style-type: none"> 1. Make sure all pages in your sketchbook are fully used, work glued in neatly and you makes notes about what you have learnt. 2. You have taken or found photos of interesting clouds and tried creating them in materials of your choice. 3. Find a seascape Artist of your choice and create a piece of work like them.
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