

Curriculum Overview for Art – Year 7

When?	What?	Why?	How?	Support
<p>Autumn Half Term – 1</p>	<p>Students will be exploring the formal elements and developing a wider knowledge as to how these can be observed and applied to their work.</p> <p>Students will explore the Art movement timeline and focus on one art movement this half term - in particular, Cubism and Pablo Picasso</p> <p>Students will produce work in a sketchbook and will be expected to continue the learning at home through Key knowledge sheets.</p>	<p>An understanding of shape, line, tone, texture, colour and pattern, and Form can be observed in a range of art forms, arts and crafts.</p> <p>Students can make connections from Artists' work and different cultures they explore, where they can create imaginative outcomes.</p>	<p>Students will identify what the Formal Elements are through looking at videos and Artists work. They will use keywords, making connections to the work of Artists connected to the Art movements.</p> <p>They will create visual vocabulary sheets in their books to understand definitions and remember the key knowledge.</p> <p>Students will learn vocabulary linked to art forms and artwork, focusing on Cubism.</p> <p>Students will explore the Work of Picasso understanding key words and terms and applying these towards their own work, through drawing (and use of the formal elements)</p>	<p><u>The Elements of Art</u></p> <p><u>How to look at Art - The elements of Art Part 1</u></p> <p><u>https://www.youtube.com/watch?v=ffCV4vb1ZnY&safe=active</u></p> <p><u>Picasso</u></p> <p><u>Sesame Street: OK Go - Three Primary Colours</u></p>
<p>Autumn Half Term – 2</p>	<p>Students will explore the Art movement timeline and focus on one art movement in particular- Surrealism and Salvador Dali</p> <p>Students will produce work in a sketchbook and will be expected to continue the learning at home through Key knowledge sheets.</p>	<p>Students can make connections from Artists' work and different cultures they explore, where they can create imaginative outcomes.</p> <p>An understanding of shape, line, tone, texture, colour and pattern, and Form can be observed in a range of art forms, arts and crafts.</p>	<p>Students will learn vocabulary linked to art forms and artwork, focusing on Surrealism</p> <p>Students will record their ideas through writing and through creating artist pastiches.</p>	<p><u>Surrealism – What Is That?</u></p> <p><u>Salvador Dali brief biography and his artwork. Great for kids and es!</u></p>

<p>Spring Half Term – 1</p> <p><i>Students will work on rotation and explore a different material each half term.</i></p>	<p>Students will explore the Art movement timeline and focus on one art movement in particular- Surrealism and Salvador Dali</p> <p>On rotation between Autumn Term 2 and Spring Term 1. Students will either be working in clay (James DeRosso) or collage (Sara Fanelli).</p> <p>Students will produce work in a sketchbook and will be expected to continue the learning at home through Key knowledge sheets.</p>	<p>Students can make connections from Artists’ work and different cultures they explore, where they can create imaginative outcomes.</p> <p>An understanding of shape, line, tone, texture, colour and pattern, and Form can be observed in a range of art forms, arts and crafts.</p>	<p>Students will learn vocabulary linked to art forms and artwork, focusing on Surrealism.</p> <p>Students will be exploring the work of Salvador Dali and Students will be exploring the work of James DeRosso and also looking at building up Pinch pot techniques In Clay Focusing on process, material, imagination, texture and colour. *(Half of the year group).</p> <p>Students will be exploring the work of Sara Fanelli looking at creating mark making materials to create a mixed media collage.</p> <p>Students will record their ideas through writing and through creating artist pastiches. Students will explore the use of paint, watercolour, coloured pencil, pastel and ink.</p> <p>In clay, students will explore the technique of coil work.</p>	<p><u>Monster8all - Portland</u></p> <p><u>Art with Trista - Pinch Pot - Step by Step</u></p> <p><u>Artist James DeRosso's Ceramic Monsters</u></p>
<p>Spring Half Term - 2</p>	<p>Students will explore the Art movement timeline and focus on one art movement in particular- Surrealism and Salvador Dali</p> <p>On rotation between Autumn Term 2 and Spring Term 1. Students will either be working in clay (James DeRosso) or collage (Sara Fanelli).</p> <p>Students will produce work in a sketchbook and will be expected to continue the learning at home through Key knowledge sheets.</p>	<p>Students can make connections from Artists’ work and different cultures they explore, where they can create imaginative outcomes.</p> <p>An understanding of shape, line, tone, texture, colour and pattern, and Form can be observed in a range of art forms, arts and crafts.</p>	<p>Students will learn vocabulary linked to art forms and artwork, focusing on Surrealism</p> <p>Students will be exploring the work of Salvador Dali and Students will be exploring the work of James Derosso and also looking at building up Pinch pot techniques In Clay Focusing on process, material, imagination, texture and colour. *(Half of the year group).</p> <p>Students will be exploring the work of Sara Fanelli looking at creating mark making materials to create a mixed media collage.</p> <p>Students will record their ideas through writing and through creating artist pastiches.</p> <p>Students will explore the use of paint, watercolour, coloured pencil, pastel and ink.</p> <p>In clay, students will explore the technique of coil work.</p>	<p>http://www.sarafanelli.com/docs/bg02.html#</p> <p><u>Sara Fanelli Onions Great Escape</u></p>

<p>Summer Half Term - 1</p>	<p>Students will begin a Life in the undergrowth project. Looking at Insects, wildlife, woodland animals and birds, plant life.</p> <p>Students will be exploring the formal elements and using this knowledge to make connections to Artists and Craftsmen.</p> <p>In this project they will have an opportunity to look at</p> <p>Observational drawings' skills, Artist, context and meaning within their work, art as a narrative and group work.</p>	<p>To have the opportunity to explore and experiment with different materials.</p> <p>They will understand the formal elements focusing on adding tone, texture, pattern, line, colour, form to their work.</p> <p>To be inspired by artists and to encourage higher end thinking skills.</p>	<p>Students will create dual coding mind maps - breaking down visually their knowledge of Life in the undergrowth.</p> <p>They will draw and sketch from observation and well from their imaginations.</p> <p>Students will produce tonal drawings looking at the tonal range of sketching pencils, they will use imagery of insects to help them.</p> <p>They will also be shown videos and exemplar materials on how to successfully achieve tone in their drawings - as well as mark making techniques.</p> <p>They may start to look at Illustrators within children's book.</p>	<p><u>Start Drawing: PART 1 - Outlines, Edges, Shading</u></p> <p><u>http://soundbible.com/tags-insect.html</u></p> <p><u>Amazing miniature world - Sir David Attenborough's Life in the Undergrowth - BBC wildlife</u></p> <p><u>https://www.youtube.com/watch?v=hOJ7xukRe-o</u></p>
<p>Summer Half Term - 2</p>	<p>Students will understand the work and life of Quentin Blake.</p> <p>They will have an opportunity to look into the profession of Illustration and how it works.</p> <p>They themselves will look at creating their own stories and characters, linked to the theme "life in the undergrowth" and also connecting their work to Quentin Blake.</p>	<p>To focus on creative making and developing ideas, connecting ideas to the world around them and looking at artists' influences.</p> <p>To also allow students the opportunity to problem solve, through understanding how illustrations link to storytelling and communication.</p>	<p>Students will be shown work by Quentin Blake and stories by Roald Dahl. They will begin to explore the formal elements shown in the illustration and make connections between these in their own drawings.</p> <p>Students will create illustrations using pencil ink and watercolour.</p> <p>There may be an opportunity for group work to focus on further character development and storytelling.</p>	<p><u>Quentin Blake – Studio Visit Tate Shots</u></p>