

ART AND DESIGN Year 7 Curriculum Overview

What is the Year 7 ART AND DESIGN curriculum aiming to achieve?		
What do we want our Year 7 Artists to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ol style="list-style-type: none"> 1. To be CURIOS about the Art of the past. 2. To be OBSERVANT and recognise visual connections between the Art of the Past and today. 3. To be willing to RESPOND to the work of others. 4. To be PLAYFUL with materials to develop visual Vocabulary. 5. To be THOUGHTFUL about the Art they see and make. 	<ul style="list-style-type: none"> • All students will have had some prior engagement in some of the basics in Art. • Most will have engaged in some form of drawing and exploration of materials. • Some students will have some knowledge of work by established artists. 	<ul style="list-style-type: none"> • Visit Art galleries and exhibitions and encourage them to draw and speak about what they see. • Make Art materials available to use at home and encourage their use to draw and experiment with creatively. • Show an interest in their sketchbook and encourage them in their homework tasks.

How are we organising the Year 7 ART AND DESIGN curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	ENCOUNTERS: BAD ARTISTS COPY, GOOD ARTISTS STEAL. VELASQUEZ v PICASSO LINE AND TONE FOCUS	ENCOUNTERS: BAD ARTISTS COPY, GOOD ARTISTS STEAL. VELASQUEZ v PICASSO MONOCHROME FOCUS	ENCOUNTERS: BAD ARTISTS COPY, GOOD ARTISTS STEAL. MATISSE v HERON COLOUR FOCUS	ENCOUNTERS: BAD ARTISTS COPY, GOOD ARTISTS STEAL. MUNCH V JOHNS COMPOSITION FOCUS	ENCOUNTERS: BAD ARTISTS COPY, GOOD ARTISTS STEAL. MUNCH V JOHNS PRINTMAKING FOCUS	ENCOUNTERS: BAD ARTISTS COPY, GOOD ARTISTS STEAL. STUDENT CHOSEN PAIR INDEPENDENCE FOCUS
Threshold Concepts	TC#1- ARTISTS MAKE MARKS, DRAWING OUR ATTENTION.	TC#2- ART COMMUNICATES, IN EVERY SENSE.	TC#3- ART HAS ITS OWN VOCABULARY, SHAPED ACROSS TIME AND SPACE.	TC#4- ARTISTS USE (AND ABUSE) TRADITIONS.	TC#5- ARTISTS PLAY – WITH IDEAS, MATERIALS & FAILURE.	TC#6- ART ENGAGES; HEAD, HANDS AND HEART.
Skills	Drawing exploring mark-making techniques using line and tone.	Brush control and monochromatic painting work with portrait dimension.	Drawing using line and colour. Brush control and limited palette painting work.	Crayon and Oil pastel techniques and Compositional sketching skills.	Printmaking and mixed media experimentation skills.	Developing ideas and sequencing skills to document creative journey in sketchbook.
Enrichment within the curriculum	We provide a broad and rich Art curriculum that provides students the opportunities to explore a wide and varied range of specialist mediums and techniques including printmaking and digital post-production work. We strive to celebrate student work by putting work on display physically and digitally. Students also have opportunities to enter work in competitions and exhibitions such as the Voices and Visions exhibition in the wider community. As part of our Art curriculum, we also seek to enrich students through our related extended learning tasks inspired by peter Blake and his 10x5 project.					
Cross curricular links	<ul style="list-style-type: none"> • We pride on our ability to weave in extra-curricular links. We will be making links to History, Geography, music, English and this will be integrated into our teaching. For example, we will be looking at Jazz when doing Matisse, Guernica and Greek myths when doing Picasso. • The nature of Old v New project encourages students to look into the historical contexts of the artists and this will result in connections to History for example the industrial revolution and the rise of Paris as a centre for progress. 					
Extra-curricular opportunities	As a department, we have an open door policy that enables students to work in the Art rooms during lunchtimes every day of the week; however, we structure a Key stage 3 focussed extra-curricular club once a week. This is aimed at providing students an opportunity to stretch and challenge themselves and build on areas of the class-based projects that may not ordinarily have been to be explored in lesson time.					

What are the intended outcomes of the Year 7 (insert subject name here) curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Las Meninas tonal study and analysis.	Las Meninas monochromatic painting.	Colour observational study and 'Jazz' response.	Compositional study inspired by Johns '4 Seasons'	Printmaking series in response to Munch & Johns.	Independent Encounters Old v New case study
Impact on personal development (SMSC)	<i>Students learn to have a creative mind and rethink their relationship with the past; seeing it as something, that can catalyse their cultural development. They are encouraged to look at the work of others and develop respect for the differences we all have. The Year 7 challenges them to develop independence of thought and encourages them to establish a healthy relationship with their creative imperfections through the artists they discover.</i>					
Preparation for the next stage of education	The artists explored in Year 7 were consciously selected because they form a crucial part of the DNA of artists we explore in the following years leading to a deeper understanding in future projects. For example, in Year 8 students are encouraged to explore the influence of African Art and its impact on artists such as Chris Ofili and Romare Bearden; this neatly builds on Picasso's fascination with African Art that was touched upon this year.					