



## Year 7 Art

### Aims:

- *To develop ideas through investigations*
- *To experiment with media, materials and techniques*
- *To record ideas and observations*
- *To present a personal and meaningful response*

### Content:

Within Art lessons students will be focusing upon a range of driving questions which encourage students to develop via increasing knowledge and understanding and practical artistic skills and to engage with the world around them. A range of historical, cultural and artistic references will be explored as well as developing proficiency utilising a variety of different media.

Year 7 begins with exploring how Western portraiture developed after the introduction of photography and helps answer the driving question: 'who creates my image?' This unit actively encourages students to innovate and create original work inspired after looking at artists such as Picasso, Opie, and Tappener using representational and abstract approaches. Students then proceed to learn about responsibility for the environment and creative manipulation of materials in the World at Risk unit, encouraging reflective engagement with the theme and issues. This project actively encourages students to become more effective enquirers and helps to answer the driving question 'what are the challenges facing our world?' In the final term, students learn about historical and contemporary African influences and how this is celebrated in art and design such as fashion and 3D work. This project aims to improve research and communication skills and answering the driving question 'when do we celebrate?'

### Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	<b>Who Creates Your Image? (portrait)</b> Looking at a range of mark making techniques and visual elements such as line and tone to create different effects on the audience. Students will develop their own portraits from direct observation and imagination.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 2	<b>What are the challenges facing our world? (World at Risk- manipulation of plastics and materials)</b> Reflecting on how plastics and pollution affect the oceans and how artists represent messages within their work.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 3	<b>Why Do We Celebrate? (Culture)</b> We will be looking at a diverse range of historical and contemporary cultural references to deepen our understanding of global cultural diversity. This unit will look to develop both 2D and 3D exploration.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.



### Assessment:

Students will be regularly assessed on their visual and written development of ideas, experimentation with media, recording and presenting skills. These will include formal teacher assessed pieces of work as well as implementing opportunities for peer and self-assessment.

### Extended Learning:

In addition to the formal Art curriculum, students will be required to complete additional tasks at home to support their understanding.

Further opportunities are available through the school's enrichment programme.

### Equipment:

Students will be provided with sketchbooks in class to record their work as it develops, and are required to bring a HB and 2B pencil, rubber, pencil sharpener, 30cm ruler and black biro to all lessons.

### Connection to the JTFS Approach

Whole School Theme	How does <i>Art</i> support this?
STRIPE	In Art many of the STRIPE habits will overlap. Broadly in term 1 we will be innovating and create our own abstract portrait work, in term 2 we will be reflective as we look at issues around the environment. In term 3 we will use enquirer skills whilst celebrating aspects from African culture. Throughout the year students will be participating in group and individual tasks and often have to collaborate in teamwork situations as they reflect on their own and others work. Resilience is developed by continuous self- manager skills as we look to improve our own work and realise our intentions.
STEAM	The curriculum in art looks to develop students as confident and effective creative thinkers who are able to use their skills to adapt to challenges, problems and scenarios
Literacy	Our programme of study includes key specialist vocabulary in the knowledge organisers kept in the sketchbooks. For example: visual elements, scale, proportion, colour theory. Factual artist biographies are available in the LRC
Numeracy	We use accurate and estimated measurement, scale and proportion skills as we develop ideas such as facial proportions in term 1.
SMSC, British Values and Citizenship	Different viewpoints and ideas are shared frequently throughout the year, for example in term 2 how plastic bags affects ocean life, and how we impact on the world.