

## 2022-2023 Year 7 Curriculum and Assessment Plan for Key Stage 3 Art.

<p>The curriculum and assessment of pupils at this stage of education has been carefully designed to develop the creative, technical and practical skills needed to perform everyday tasks confidently. The curriculum is built to apply knowledge and understanding of skills and techniques to create a range of different ideas that will lead to a final visual outcome.</p>					
<p><b>Half Term 1: Art focus- Formal Elements and Colour Theory (max 4 lessons)</b></p> <p><b>All pupils will know:</b> How to be safe in an Art room. What the specific first 5 formal elements (FE) are, LINE, TONE, SHAPE, FORM and COLOUR. And understand the use of line, tone, shape and form visually and verbally. How to use line and tone to draw from direct observation to create realistic images. Exploring the formal elements of tone, shape and form.</p> <p><b>All pupils will be assessed by:</b> Knowledge quiz Practical Assessment: LINE</p> <p><b>Impact- Why do we teach this?</b> Developing an understanding of the different key 'things' to create Art. Wider impact on the importance of being confident in their own ability to draw.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>- Safety in the Art room.</li> <li>- Understanding of FE</li> </ul> <p><b>Reading Skills needed for this unit:</b> Summarising key information, analysis and evaluating</p> <p><b>Key Vocabulary:</b> Health and safety, Formal elements, line, tone, shape, form, colour, pattern, texture, primary, secondary</p> <p><b>Opportunity for cross-curricular skill development:</b> DT, sketching, developing ideas application of colour.</p>	<p><b>Half Term 2: Art focus- Continuation of Colour Theory (max 4 lessons)</b></p> <p><b>All pupils will know:</b> About the basics of colour theory, specifically primary and secondary colours. How to use a paint brush and about the colour wheel. How to use line and tone to draw from direct observation to create realistic images. How to apply Using line and tone to draw from direct observation to create realistic images.</p> <p><b>All pupils will be assessed:</b> Practical Assessment: TONE</p> <p><b>Impact - Why do we teach this?</b> To enable pupils to understand about colour. To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>- Basic and painting brush skills</li> </ul> <p><b>Reading Skills needed for this unit:</b> Summarising key information, analysis and evaluating</p> <p><b>Key Vocabulary:</b> Health and safety, Formal elements, line, tone, shape, form, colour, pattern, texture, primary, secondary, tertiary, palette, complimentary, harmonious, tint, shade, dilution</p> <p><b>Opportunity for cross-curricular skill development:</b> DT, sketching, developing ideas application of colour.</p>	<p><b>Half Term 3: Art focus- Continuation of Colour Theory (max 4 lessons)</b></p> <p><b>All pupils will know:</b> How to mix paints with regards to creating a dilution, gradation and tint, still exploring the formal element of colour. How to apply and understanding of primary, secondary and tertiary colours.</p> <p><b>All pupils will be assessed:</b> Knowledge quiz</p> <p><b>Impact - Why do we teach this?</b> To enable pupils to understand and use colour effectively and to be able to create work of a greater skill. To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>- Colour mixing and dilution</li> </ul> <p><b>Reading Skills needed for this unit:</b> Summarising key information, analysis and evaluating</p> <p><b>Key Vocabulary:</b> Health and safety, Formal elements, line, tone, shape, form, colour, pattern, texture, primary, secondary, tertiary, palette, complimentary, harmonious, tint, shade, dilution.</p> <p><b>Opportunity for cross-curricular skill development:</b> DT, sketching, developing ideas application of colour</p>
<p><b>Half Term 4: Art focus- Continuation of Colour Theory (max 2 lessons)</b></p> <p><b>All pupils will know:</b> How to explore harmonising, complementary, tints, tones and shades and apply them to create depth in simple shapes.</p> <p><b>All pupils will be assessed:</b> Knowledge quiz Practical assessment: PAINTING (Bottle)</p> <p><b>Impact - Why do we teach this?</b> To enable pupils to understand and use colour effectively and to be able to create work of a greater skill. To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>- Tonal colour skills being applied with paint</li> </ul> <p><b>Reading Skills needed for this unit:</b> Summarising key information, analysis and evaluating</p> <p><b>Key Vocabulary:</b> Health and safety, Formal elements, line, tone, shape, form, colour, pattern, texture, primary, secondary, tertiary, palette, complimentary, harmonious, tint, shade, dilution.</p> <p><b>Opportunity for cross-curricular skill development</b> DT, developing ideas application of colour.</p>	<p><b>Half Term 5: Art focus- Tim Burton Project (max 3 lessons)</b></p> <p><b>All pupils will know:</b> About body and face proportions through a more stylised drawing style. Will be able to make observations of another's artists technique of drawing and using similar media.</p> <p><b>All pupils will be assessed:</b> Knowledge quiz</p> <p><b>Impact - Why do we teach this?</b> To enable pupils to understand the body and proportions and to enable pupils to work in a stylised way.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>- Understanding and exploring the stylised way in which Tim Burton draws his characters.</li> <li>- Being able to write a story that can be animated.</li> </ul> <p><b>Reading Skills needed for this unit:</b> Skim and scan, summarising key information, analysis and evaluating</p> <p><b>Key Vocabulary:</b> Composition, foreground, middle ground, background, technique, proportion, animate, character, exaggerate, outline, features, personality, storyboard, illustration, narrative, render.</p> <p><b>Opportunity for cross-curricular skill development</b> DT, developing ideas application of colour.</p>	<p><b>Half Term 6: Art focus- Continuation of Tim Burton Project (max 3 lessons)</b></p> <p><b>All pupils will know:</b> How to make links to industry/careers in film/animation. How to complete artist copies and design characters in the style of Tim Burton based on friends, family and / or a celebrity.</p> <p><b>All pupils will be assessed:</b> End of project Assessment</p> <p><b>Impact- Why do we teach this?</b> To enable pupils to understand and use colour effectively and to be able to create work of a greater skill. To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>- Using the same style and techniques to create their own Tim Burton characters.</li> </ul> <p><b>Reading Skills needed for this unit:</b> Skim and scan, summarising key information, analysis and evaluating</p> <p><b>Key Vocabulary:</b> Composition, foreground, middle ground, background, technique, proportion, animate, character, exaggerate, outline, features, personality, storyboard, illustration, narrative, render.</p> <p><b>Opportunity for cross-curricular skill development</b> DT, developing ideas application of colour.</p>
<p><b>Ensuring this curriculum meets the needs of all pupils:</b> this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example, SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					

**Enrichment opportunities:**

After school club and competitions.

**Career opportunities/ links:** Artist, architect, Jewellery designer, furniture artist, fashion designer, illustrator, graphic designer

**NATIONAL CURRICULUM KS3**

Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Attainment targets By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

Subject content Key stage 3 Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: ♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ♣ to use a range of techniques and media, including painting ♣ to increase their proficiency in the handling of different materials ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.