

Year 7 Art – Outline Programme of Study

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------|---|---|---|--|--|--|
| Big Ideas/ topics | Formal Elements | Colour Theory | Kandinsky and Delaunay | Abstract Painting Observational Drawing | Mosaic Painting | Clay Relief Tiles |
| Key Knowledge | <p>Know what is meant by the 'Formal Elements' of art.</p> <p>Begin to conceptualise the Formal Elements of Art and associated terminology.</p> <p>Practise and develop shading skills, progressing to show 3D forms.</p> <p>Know and demonstrate how to use parallel lines when constructing cuboid shapes.</p> <p>Consolidate previous learning by draw geometric forms from observation.</p> <p>Use prior knowledge of Formal Elements to create a Matisse-inspired collage.</p> <p>To begin to evaluate and reflect upon our work</p> | <p>Know what is meant by a primary and secondary colour.</p> <p>Know how the Colour Wheel is arranged.</p> <p>Know what is meant by gradual and directional shading.</p> <p>Apply colour theory, directional shading and gradual tone to draw an apple from observation.</p> <p>Recognise the features of the work of Michael Craig Martin and Sonia Delaunay</p> <p>Consolidate colour theory by blending even secondary colours with only primary-coloured pencils.</p> | <p>Know what is meant by the term 'motif'</p> <p>To enlarge chosen motifs.</p> <p>Understand and apply harmonious and contrasting colours.</p> <p>Know different devices that create the illusion of depth.</p> <p>Recognise the features of the work of Kandinsky.</p> <p>To use music as an artistic stimulus</p> <p>Compare and contrast the work of Kandinsky and Delaunay</p> <p>Combine the features of Kandinsky and Delaunay's work within our own design.</p> <p>To reflect upon work and refine our designs</p> | <p>To improve our watercolour technique using directional painting And introducing watering down</p> <p>To use a variety of pencil pressures and marks and patterns to explore mark making to create depth.</p> <p>Know what is meant by an ellipse.</p> <p>To draw from observation with increasing accuracy, showing a range of gradual tone and directional shading</p> <p>Explore drawing with ink and water</p> | <p>Know about the artist Gaudi and recognise the features his work.</p> <p>To make connections with other artists such as Haeckel who are inspired by organic design.</p> <p>Consolidate what is meant by primary, secondary, harmonious and contrasting colour schemes.</p> <p>Design own Gaudi inspired tiles by selecting appropriate motifs.</p> <p>To select and refine own designs.</p> <p>Use watercolour with increased brush control.</p> <p>Use watercolour with good consistency and the start of watering down to produce gradual tone</p> | <p>To use the features of Gaudi's work to inspire their own clay tile design.</p> <p>Know and demonstrate how to securely join clay additions.</p> <p>Know and demonstrate what is meant by detail and texture</p> <p>Know what is meant by a relief tile.</p> <p>Create a Gaudi inspired relief tile showing stable joins and some refined detail.</p> <p>To evaluate our work using art specific terminology</p> |

Further information and reading list

Links to useful websites:

- <https://artsandculture.google.com/>
- <https://www.thisiscolossal.com/>
- <https://www.tate.org.uk/kids>
- <https://artuk.org/>
- <http://www.starbeck.com/index.html>
- <https://www.youtube.com/channel/UC2ACA5Ec9gcnxps9JNOzsXg?>
- <https://www.tate.org.uk/art/art-terms>
- <https://www.artrabbit.com/>
- <http://arthistoryteachingresources.org/>

Ways to support and extend student learning in this subject

- Visit exhibitions within local or national galleries and museums.
- Explore YouTube videos demonstrating various techniques and processes. Watch Sky Arts documentaries and programmes such as *Portrait Artist of the Year*, *Landscape Artist of the Year* or *The Great Pottery Throwdown*
- Draw from observation
- Keep a visual diary or sketchbook
- Obtain a range of art materials and tools to practice further and explore in greater depth.