FARINGDON COMMUNITY COLLEGE

Year 7 – Programme of Study for Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Baseline Assessment **Formal Elements - Insects**		**Kandinsky and Delaunay - Abstract Painting**		**Observational Drawing**	
Key knowledge	Know what is meant by the 'Formal Elements' of art. Know what is meant by light pencil pressure and its importance in drawing. Know what is meant by gradual tone and directional shading Identify what is meant by a primary and secondary colours and how they are arranged on a colour wheel. Recognise the main features of the work of Rosalind Monks; create an artist research page. Know what's meant by an artist study and why they are important.		Know and identify the main features of work by Kandinsky. Know what is meant by the term 'motif' Understand and apply harmonious and contrasting colours. Know different devices that create the illusion of depth		Know what is meant by the term 'mixed media'. Know what is meant by an ellipse. Know what is meant by an observational drawing Know that drawing can be crated by using a range of media	
Key skills	Use a light pencil pressure to start drawings Begin to apply gradual tone and directional shading and begin to apply this within our work. Create a tonal drawing of an insect Use a variety of pattern to create tone within our own Rosalind Monks inspired insect Create an artist research page Begin to apply gradual tone and directional shading with greater consistency Evaluate and reflect upon our work; How to annotate our work		Use music as an artistic stimulus. To enlarge chosen motifs. Combine the features of Kandinsky and Delaunay's work within our own design. Reflect upon work and refine our designs Compare and contrast the work of Kandinsky and Delaunay Improve painting technique by using directional painting Blend lighter to darker tones while painting.		Explore drawing with ink and water technique Practice drawing ellipses. Use a variety of pencil pressures and marks and patterns to explore mark making to create depth. Draw from observation with increasing accuracy, Start to apply a range of gradual tone and directional shading within our drawing. Evaluate using art specific terminology.	

Useful websites

- https://artsandculture.google.com/
- https://www.tate.org.uk/kids
- https://archived.metmuseum.org/art/online-features/metkids/
- https://www.natgeokids.com/ie/teacher-category/art/
- https://www.npg.org.uk/

Extended reading list

The Art book for Children by Gipson, Renshaw and Williams
A History of Pictures for Children by Hockney and Gayford
The Story of Art Without Men : An Illustrated Guide to Amazing Women Artists by Katy Hessel
Art School (in a book) by R. Tovey
13 Artists Children Should Know by Angela Wenzel
The Dot by Peter H. Reynolds.

Ways to support and extend student learning in this subject
• Draw from observation • Keep a visual diary or sketchbook • 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* • Explore and experiment with a range of art materials and tools

Expected standard for Year 7
• Students can start a drawing lightly – they are able to vary the pressure of their pencil • Students use directional shading to add tone or colour; they can use this to show the surface of an object • Students start to use gradual tone • Students can draw objects thoughtfully from observation with increasing accuracy. • Students can paint directionally, with control and purpose. • Students annotate work with simple reflections on what worked and what could be improved. • Students research artists, explaining who they are and discuss their work using art vocabulary. They can express a reasoned opinion. • Students can explain how an artist has influenced their own work.