

Marriotts School Schemes of Learning Year 7 Subject 2016-17



Learning and undertaking activities in art and design contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

Year (7) –(Art) Key skills

Unit Range and Content	Assessment	Prep – Range and Content	Cross-Curricular Links SMSC, numeracy, literacy.
<p>Block 1</p> <p>Drawing Skills:</p> <p>Intro into Drawing –Title page</p> <p>Texture page</p> <p>Draw Paul Lung animals</p> <p>Tone sheet</p> <p>Set up own composition- draw outline from observation</p> <p>Observational drawing: Use photo of composition- draw tone</p> <p>Observational drawing: Use photo of composition- draw finer detail</p> <p>Observational drawing: Evaluate</p>	<p>Block 1</p> <p>Assessment 1 – Peer- Paul Lung drawing</p> <ul style="list-style-type: none"> • Sketching • Outline shape • Tone <p>Assessment 2- Sustained Observavtional drawing of composition.</p> <ul style="list-style-type: none"> • Sketching • Outline • Tone <p>Key Concepts</p> <p>Creativity</p> <p>Competence</p> <p>Explore and create</p> <p>Range and Content</p> <p>Curriculum Opportunities</p> <p>Key Processes</p> <ul style="list-style-type: none"> • Observation-Primary and Secondary 	<p>Block 1</p> <ul style="list-style-type: none"> • Paul Lung info and PPT • Contemporary Art • <u>Resources</u> • Objects • Images • Pencil • Sheets • Artist research <p>Homework:</p> <ul style="list-style-type: none"> • Draw your favourite object • Draw your pet (or an animal of your choice) • Take 10 different texture rubbings • Draw cut open fruit 	<ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • Histoty (artist link) • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective. • GCSE BCC bitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. • SMSC- Looking at how different cultures and movements capture details and varying levels of realism within their work. • Exploring representations of society and cultures through objects.

Block 2	Block 2	Block 2	
<p>Drawing skills (Exam)</p> <p>Intro to observational drawing –Title page</p> <p>Observational drawing: Draw outline of shape – use grid technique</p> <p>Observational drawing: Draw in finer details</p> <p>Observational drawing: Work into drawing using tone</p> <p>Observational drawing: Apply textured mark making</p> <p>Observational drawing: Refine</p> <p>Observational drawing: Refine</p> <p>Observational drawing: Evaluate</p>	<p>Assessment 3- Peer -Observational drawing</p> <ul style="list-style-type: none"> • Sketching • Outline Shape • Tone <p>Assessment 4- Sustained Observational drawing.</p> <ul style="list-style-type: none"> • Texture • Mark making <p>Key Concepts</p> <p>Creativity</p> <p>Competence</p> <p>Explore and create</p> <p>Range and Content</p> <p>Curriculum Opportunities</p> <p>Key Processes</p> <ul style="list-style-type: none"> • Observation-Primary and Secondary 	<ul style="list-style-type: none"> • Paul Lung info and PPT • Contemporary Art • <u>Resources</u> • Objects • Images • Pencil • Sheets • Artist research <p>Homework:</p> <ul style="list-style-type: none"> • Poster for Esher. • Practice drawing symmetrically • Draw a cup or mug and use a range of tone. • Research Fauvism 	<ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • Histoty (artist link) • ICT (homework) • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective. • GCSE BCC bitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. • SMSC- Looking at how different cultures and movements capture details and varying levels of realism within their work.

Block 3	Block 3	Block 3	
<p>Colour theory</p> <p>Sketchbook experiments</p> <p>Landscape using colour theory</p> <p>Artist study</p> <p>Intro to Fauves – Title page</p> <p>Draw outline of shape – use grid technique</p> <p>Apply background</p> <p>Apply foreground</p> <p>Apply detail</p> <p>Refine</p> <p>Refine</p> <p>Evaluate</p>	<p>Assessment 7– Peer- Fauvist reproduction background</p> <ul style="list-style-type: none"> • Complementary colours • Hot and cold colours <p>Assessment 8- Fauvist reproduction foreground and finer detail</p> <p>Key Concepts</p> <p>Creativity</p> <p>Competence</p> <p>Explore and create</p> <p>Range and Content</p> <p>Curriculum Opportunities</p> <p>Critical understanding</p> <p>Key Processes</p> <ul style="list-style-type: none"> • Painting 	<ul style="list-style-type: none"> • Fauvism • Paris • Landscapes • Resource Sheets • Paint • Artist research • Landscape images <p>Homework:</p> <ul style="list-style-type: none"> • Henri Matisse drawing • Analyse Fauvist painting • Colour theory mini test • Colour-in mood image 	<p>History (fauvism)</p> <p>Maths (colour ratios)</p> <p>Geography (where were the primary colours first discovered?)</p> <ul style="list-style-type: none"> • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement. • GCSE BCC bitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements capture details and the world around them.</p> <ul style="list-style-type: none"> • Exploring how different cultures use colour and pigments, and different colours symbolic meaning

Block 4	Block 4	Block 4	
<p>Colour theory</p> <p>Sketchbook experiments</p> <p>Landscape using colour theory</p> <p>Artist study</p> <p>Intro to Van Gogh –Title page</p> <p>Draw outline of shape – use grid technique</p> <p>Apply background</p> <p>Apply foreground</p> <p>Apply detail</p> <p>Refine</p> <p>Refine</p> <p>Evaluate</p>	<p>Assessment 5 – Peer - Starry night shape and background</p> <ul style="list-style-type: none"> • Colour wheel • Primary, secondary and tertiary colours <p>Assessment 6- Starry night foreground and finer detail.</p> <p>Key Concepts</p> <p>Creativity</p> <p>Competence</p> <p>Explore and create</p> <p>Range and Content</p> <p>Curriculum Opportunities</p> <p>Critical understanding</p> <p>Key Processes</p> <ul style="list-style-type: none"> • Painting 	<ul style="list-style-type: none"> • Van Gogh Starry Night • Paris • Landscapes • Resource Sheets • Paint • Artist research • Landscape images <p>Homework:</p> <ul style="list-style-type: none"> • Poster for Van Gogh • Meaning of colours • Happy/Sad coloured houses • Analyse a painting by Van Gogh 	<p>History (Post impressionism)</p> <p>Maths (colour ratios)</p> <p>Geography (where were the primary colours first discovered?)</p> <ul style="list-style-type: none"> • SPAG(V) • Literacy tasks: evaluations (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement. • GCSE BCC bitesize vocabulary sheet to placed in theback of sketchbooks. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements capture details and varying levels of realism of the world around them within their work.</p> <ul style="list-style-type: none"> • Exploring how different cultures use colour and pigments, and different colours symbolic meaning.

Block 5	Block 5	Block 5	
<p>Collage and texture</p> <p>Sketchbook experiments</p> <p>Final piece</p> <p>Artist study</p> <p>Intro to collage –Title page</p> <p>Collage Hannah Hoch inspired</p> <p>Aboriginal Art designs</p> <p>Symbols</p> <p>Evaluate</p>	<p><u>Assessment 9 –</u></p> <ul style="list-style-type: none"> Self portrait Collage – Inspired by Hannah Hock and Derek Gores <p><u>Assessment 10 –</u></p> <ul style="list-style-type: none"> Aboriginal Art design <p>Key Concepts</p> <p>Creativity</p> <p>Competence</p> <p>Explore and create</p> <p>Range and Content</p> <p>Curriculum Opportunities</p> <p>Critical understanding</p> <p>Understand and Evaluate</p> <p>Key Processes</p> <ul style="list-style-type: none"> Collage Paint 	<ul style="list-style-type: none"> Symbols Aboriginal pattern Aboriginal paint techniques Surrealism Collage techniques Artist Collage materials <p>Homework</p> <ul style="list-style-type: none"> Poster for Hannah Hoch Research aboriginal art Copy a selection of aboriginal symbols and write down their meanings Create some modern day symbols, based on your knowledge of aboriginal art. 	<p>History (Modern collage Artists- Gores, Turnbull, hoch)</p> <p>Portraiture</p> <ul style="list-style-type: none"> SPAG(V) Literacy tasks: evaluations (scaffolded and examples given) Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, blending, layering, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, tear, atmosphere, creative. GCSE BCC bitesize vocabulary sheet to placed in theback of sketchbooks. Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle. <p>SMSC- Looking at how different cultures and movements represent each other through symbols and what the artists are trying to capture, including details and varying levels of realism within their work.</p> <p>Exploring how different cultures use colour and colours symbolic meaning.</p>

National Curriculum (Subject) Assessment Map

Year	Block 1 Assessment opportunities	Block 2 Assessment Opportunities	Block 3 Assessment Opportunities	Block 4 Assessment Opportunities	Block 5 Assessment Opportunities
7	<p>Wk 3- Assessment 1 (Peer) – Paul Lung cats</p> <p>Wk 6 – Assessment 2- Sustained Observavtional drawing of composition.</p>	<p>Wk 9- Assessment 3 (Peer) – Observational drawing</p> <p>Wk 12 – Assessment 4- Sustained Observational drawing.</p>	<p>Wk 15- Assessment 5 (Peer) – Fauvist reproduction background</p> <p>Wk 18 – Assessment 6- Fauvist reproduction foreground and finer detail</p>	<p>Wk 21 Assessment 7 (Peer) – Starry night shape and background</p> <p>Wk 24– Assessment 8 Starry night foreground and finer detail.</p>	<p>Wk 27- Assessment 9 (Peer) – Inspired collage</p> <p>Wk 30 – Assessment 10- Aboriginal painting</p>