

## Year 7 Art Curriculum

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### Subject Knowledge

<b>Colour</b>	Autumn Term 1 & 2	<ul style="list-style-type: none"> <li>Why study Art? Outline curriculum journey, expectations and project objectives</li> <li>Colour theory – primary, secondary and tertiary colours. Use watercolours to mix these and other variations, whilst practising how to control the watercolour paint</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Colour theory – mix complementary and harmonious colours before exploring the use of tints, tones and shades to alter a colour</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Apply the use of tints and tones to make a shape look like a 3D form. Practise doing this with pencil and watercolour</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Enrich subject specific vocabulary and focus on developing critical &amp; contextual analysis skills through research into David Hockney and other artists</li> </ul>	
		<ul style="list-style-type: none"> <li>Use watercolour to create thumbnail copies of selected areas of Hockney’s paintings, focusing on the layering of paint, mark-making and colour mixing</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Using personal photographs of landscapes, edit these using Photoshop to exaggerate and manipulate the colours</li> </ul>	
		<ul style="list-style-type: none"> <li>Using prior knowledge and experience, create an A4 watercolour painting of a landscape</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Reflect on work and progress through evaluation and presentation of final piece</li> </ul>	[ ]
<b>Identity</b>	Spring Term 1 & 2	<ul style="list-style-type: none"> <li>Look at and discuss Grayson Perry’s tapestries ‘The Vanities of Small Differences’, building on contextual references and subject specific vocabulary</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Selecting individual characters from the tapestries, consider how Perry expresses emotion within the narrative through pose, clothing and facial expression. Using mixed media including textiles, recreate a character</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Introduction to mono-printing. Use photographs of personal items to practise this process</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Mind map individual identities – what makes up both our internal and external identities?</li> </ul>	[ ]
<b>Identity</b>	Spring Term 2	<ul style="list-style-type: none"> <li>Look at Grayson Perry’s ‘Map of Day’s’ to inspire compositional ideas for final piece</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Using prior knowledge and experience, create an A4 mixed media piece to express individual identity that includes text and image, and drawn, collaged and mono-printed elements</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Reflect on work and progress through evaluation and presentation of final piece</li> </ul>	[ ]
<b>Masks</b>	Summer Term 1 & 2	<ul style="list-style-type: none"> <li>Look at and discuss the different characteristics of masks from different cultures</li> <li>Work from direct observation to record these features, using oil pastel. Revisit use of tints and tones</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Independent research into cultural masks, gathering ideas for ceramic mask design</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Design ceramic mask, informed by research but also using imaginative skills</li> </ul>	
		<ul style="list-style-type: none"> <li>Introduce how to make a mask in clay, using a slab technique</li> <li>Understand basic health and safety issues with use of clay</li> <li>Transfer design from paper to clay slab</li> </ul>	
		<ul style="list-style-type: none"> <li>Embellish clay mask by adding different textures and details to create a relief</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Using acrylic paint, decorate bisque-fired masks</li> <li>Re-visit colour mixing skills and further develop understanding of water-based paints</li> </ul>	[ ]

### Subject Skills

<b>Creativity, Competence, Contextual Understanding</b>	Throughout the year	<ul style="list-style-type: none"> <li>Be able to use creativity to solve a problem</li> <li>Take risks when exploring, experimenting and responding to ideas</li> <li>Select information and resources in order to develop own work</li> <li>Be able to develop personal ideas with increasing confidence</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Competently use a range of art and craft media to make different outcomes</li> <li>Be able to select and suit media to realise intentions</li> <li>Understand how to refine and present good quality work</li> </ul>	[ ]
		<ul style="list-style-type: none"> <li>Understand the role of the craftsman, designer or artist</li> <li>Be able to recognise and discuss the work of other artists</li> <li>Be able to reflect on own work and that of others to express views on purpose and meaning</li> <li>Reflect on own work and progress through evaluation</li> <li>Develop and use subject specific vocabulary</li> </ul>	[ ]