



Overview	<p>The art curriculum is diverse and cultural learning encourages awareness, empathy and appreciation of difference and the views of others through a range of topics and artists. Our curriculum is well planned and sequenced in order to upskill students as they develop through the year groups. The projects are wide ranging and open to creativity and independent working, whilst also following the National Curriculum. Students in Year 7 develop the key knowledge and skills they require to flourish in their creative abilities. Key areas below:</p> <ul style="list-style-type: none"> ■ Entitlement All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it ■ Coherence Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects ■ Mastery We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts ■ Adaptability The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes ■ Representation All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience ■ Education with character Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart
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	Shape	Assessment
Autumn Term	<p>Skills</p> <ul style="list-style-type: none"> ■ HB gradient and tone ■ Colour pencil tone and gradient, colour Wheel ■ Line Composition ■ Watercolour ■ Mark-making ■ Megan Monismith Monsters - Final piece (poly-print) <p>Movement link: Megan Monismith and/or Fernand Léger</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ During the project pupils will reflect and annotate their ideas and inspirations. Within this project pupils will be introduced to mark-making, expression, and the colour theory. ■ Pupils will be encouraged to investigate and develop their own imagination and observational skills so they can develop new and exciting ideas for their composition. ■ Pupils will be investigating line, form, colour, print and collage. ■ During the project pupils will reflect and annotate their ideas and inspirations. <p>Formal elements: Line, Shape, Composition, Tone, Colour and texture.</p>	<ul style="list-style-type: none"> ■ Baseline test ■ Self-assessment and targets set for improvement. ■ Teacher and self-assessed: ■ Analysing artwork ■ Artist research and description ■ Assessment includes AfL techniques and questioning ‘Do Now Activities.’ ■ Peer assessment using the visualisers.

Spring Term	Self	Assessment
	<p>Skills:</p> <ul style="list-style-type: none"> ■ Portraiture ■ Continuous line ■ Drawing ■ Colour pencil ■ Collage and mixed media ■ Oil Pastel <p>Movement link: Picasso and Gabe Weis</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ The main objective in Year 7 is to introduce key techniques and to develop student's confidence and the willingness to 'fail forward'. To increase self-directed drawing activities, which in turn, will build up skills for their GCSE years. ■ Resource sheets used for portraits or manipulation / abstraction ■ Paper collage to demonstrate their use as a suggested method of abstraction/distortion. 	<ul style="list-style-type: none"> ■ Self-assessment and targets set for improvement. ■ Teacher and self-assessed: ■ Analysing artwork ■ Artist research and description ■ Assessment includes AfL techniques and questioning 'Do Now Activities.' ■ Peer assessment using the visualisers.

Summer Term	SEA	Assessment
	<p>Skills:</p> <ul style="list-style-type: none"> ■ Natural forms ■ Mark-making ■ Watercolour ■ Pattern Layering ■ Unusual Compositions <p>Movement link: Abstract art Artist link: Jason Scarpace and Jenny Berry</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ Pupils will be encouraged to investigate and develop their own imagination and observational skills so they can produce new and exciting ideas for their final watercolour painting. ■ Pupils will be investigating natural forms, fish, lost underwater cities and structures to produce a set of two watercolour pieces. 	<ul style="list-style-type: none"> ■ Self-assessment and targets set for improvement. ■ Teacher and self-assessed: ■ Analysing artwork ■ Artist research and description ■ Assessment includes AfL techniques and questioning 'Do Now Activities.' ■ Peer assessment using the visualisers.

Useful Resources for Supporting Your Child at Home:	Homework:
Tate – For researching artists we discuss drawing the Formal Art Elements - how to draw still-life – YouTube: Art basics	Forms Quiz and skill booster on TEAMS