

Curriculum Intent

Year 7 is a foundation year that is structured to bring all students up to the same level of understanding. Students will focus on the role of the formal elements when creating their own art and those with a wider experience of the subject are able to develop higher levels of sophistication in their work.

What will students learn?

Throughout the year pupils will produce a range of 2D and 3D work based around the main formal elements.

Students will learn how to create images that focus on:-

Line | Shape | Tone | Colour | Form | Texture

September – May | 2D Work

Students will learn:-

- how to separate and stylize internal shapes in a drawing
- how to transpose an image by using the background as a template
- about the paper cut out work of Henri Matisse
- how to make secondary colours from primary colours
- what complementary colours are
- how the Impressionist painters used complementary colours in their Art
- how to use complementary colours in their own art
- about warm and cold colours
- about tone
- to use a range of media and techniques including paint, oil pastels, pencil, colouring pencils and collage
- how to use different mark making techniques to create texture on a drawing

Knowledge, understanding & Skills

We teach our students skills that enable them to progress through KS4 and sixth form Art courses.

Even in Year 7 they will be encouraged to develop the following:

AO3 - Record ideas, observations and insights relevant to intentions as work progresses

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

What does excellence look like?

Students' art will display proficient use of materials and techniques.

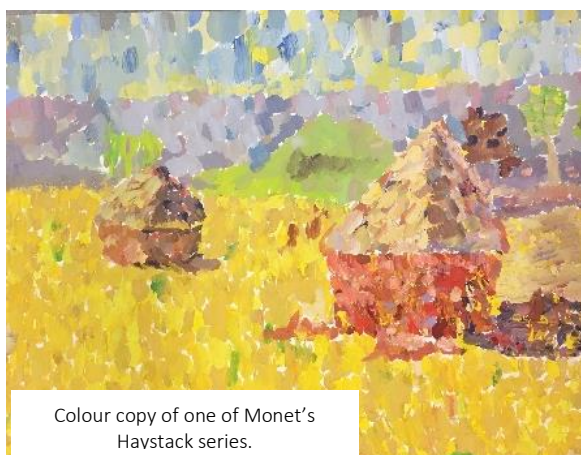
Students will produce art that shows a clear understanding of the role that specific formal elements play within the piece.

Students work will display imaginative developments of a given idea.

Oil pastel study focussing on form



Paper cut out silhouette focussing on shape



Colour copy of one of Monet's Haystack series.



Mixed media composition incorporating complementary colour



Mixed media composition focussing on warm and cold colours

How is homework used to enhance learning?

Students will undertake a number of homework tasks that augment and complement the work they are doing in class.

Examples include –

Shape drawing of bathroom or kitchen objects.

Coloured paper silhouette of a small manmade object incorporating a range of shapes.

Colour copy of one of Monet's Haystacks Series, selected because it shows an obvious complementary colour pair.

How can you support your child?

Visit galleries and museums at home and abroad.

There are examples of Monet's work in the National Gallery, London. Or go on [a virtual tour](#).

How will we assess impact? (2D)

- ✓ Students understanding of the formal elements will improve.
- ✓ Students' experience of using formal elements in their own art will develop.
- ✓ Through continued practice, students' dexterity and manipulation of materials will improve.
- ✓ Students will understand how to use a range of techniques and media appropriately and with precision; and will be able to select accordingly.

Michelangelo – 'If people knew how hard I worked to get my mastery; it wouldn't seem so wonderful at all.'

June and July | 3D work

Specifically students will learn:-

- how to create a 3D object using 2D materials.
- how to create a sculpture from junk.
- how to use a glue gun safely.

How is homework used to enhance learning? (3D)

Students will create a sea creature made from junk – the objects need to be the shapes of the different parts of the sea creature.

What does excellence look like?

Students will display proficient use of materials and 3D construction techniques in their work.

A 3D sculpture made from 2D materials



Vivienne Westwood –

'I really believe that everything resides in technique. You can't teach creativity, you can teach technique, and it's from technique that one is able to be creative. This is one of the terrible mistakes of the (last) century, to put creativity first.'

A sculpture made from junk



Knowledge, understanding & Skills (3D)

Students will understand how to create a 3D form by using 2D materials employing a cross section construction technique.

Students will understand how to select junk objects with appropriate shapes and made from appropriate materials for use in their sculpture.

Students will understand how to construct an object made from junk in a specific form.

Students will understand how to construct an object that durable & sturdy.

Students will understand how to use specialist art equipment safely.

How will we assess impact? (3D)

- ✓ Students' dexterity and manipulation of materials, when creating 3D work, will improve.
- ✓ Students are able to select appropriate techniques and materials to create 3D work.
- ✓ Students are able to make imaginative developments in their art.
- ✓ Students are able to review and refine their work as it develops.
- ✓ Students are able to improvise design solutions as their work develops.

International Opportunities

Visits Programmes

Observational drawing opportunities at [Nausicaa Aquarium, Calais](#).

Observational and Biological drawing at [St Omer Marsh's](#)

Within the curriculum

Research into the work of the French artists [Claude Monet](#) and [Henri Matisse](#).