



Year 7 Art curriculum – 2024-2025						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	Formal elements / Aboriginal Art  By studying the formal elements, students will begin to learn how to accurately shade, draw from observation, use water colour paints and mix colours. They will be pushed to come up with their own design ideas from a range of sources when considering Aboriginal art. .		Aboriginal Art / Bugs  Students will gain more confidence using a variety of media through their Aboriginal designs. Students will explore the use of symmetry in art and use measurements to ensure their drawings are accurate when discovering bugs.		Bugs and Mixed Media (STEAM)  This project will allow students to progress by deepening and strengthening their understanding of the effectiveness of mixed media. They will also investigate how this links to STEAM. .	
<b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i>	Students know and understand how to: <ul style="list-style-type: none"> <li>• To gain an introduction and understanding of the basic principles of art.</li> <li>• To practise and develop observational drawing skills.</li> <li>• To understand and demonstrate one point perspective.</li> <li>• Specialise in the use of mixed media within their work.</li> <li>• Develop the use of a range of media within lessons.</li> <li>• Experiment with collage.</li> <li>• To explore concentric circles and dot work when considering aboriginal art</li> <li>• Blend and create tone with oil pastels.</li> <li>• Use symmetry in art to produce accurate observational drawings.</li> </ul>					



<b>Skills</b>	<b>R</b> Develop <b>RESILIENCE</b>	<ul style="list-style-type: none"> <li>★ <i>Art also fosters resilience by encouraging self-expression and creativity</i></li> <li>★ <i>Art can be a therapeutic process, by allowing students to navigate through difficult emotions and experiences.</i></li> <li>★ <i>Students will be expected to make creative choices without having confirmation of the outcome, this builds resilience</i></li> </ul>
	<b>A</b> Possess <b>AMBITION</b>	<ul style="list-style-type: none"> <li>★ <i>There are opportunities in school for students to have work displayed publicly in the exhibition space</i></li> <li>★ <i>By researching existing artists, students can explore the type of work that would like to create and aspire to</i></li> <li>★ <i>Students are given choices with their artwork in terms of how much support or scaffolding they need. Students can be ambitious in their drive become more independent</i></li> </ul>
	<b>I</b> Demonstrate <b>INTEGRITY</b>	<ul style="list-style-type: none"> <li>★ <i>Students are encouraged to always approach with passion. They are supported in making their own creative choices rather than copying others.</i></li> <li>★ <i>Students should believe in the message of their artwork and be able to articulate the meaning behind their creativity</i></li> </ul>



	<p><b>S Embed Self-Discovery</b></p>	<ul style="list-style-type: none"> <li>★ <i>Students have the opportunity to be creative and expressive with their art in order to build their own style and approach</i></li> <li>★ <i>By exploring a wide range of artists, students will be able to identify their preferences within art and consider what moves them artistically.</i></li> </ul>	
	<p><b>E Display EMPATHY</b></p>	<ul style="list-style-type: none"> <li>★ <i>Showing empathy for those who have shown their feeling and emotion through artwork</i></li> <li>★ <i>Having the ability to give mindful critique to other in relation to their work</i></li> </ul>	
<p><b>Curriculum Links</b></p>	<p>Links from Primary School - An Audit of primary link music curriculum's show students may have explored some basic principles of art at primary level, but skill set will vary depending on the primary they attended and what was completed. There are clear links to primary school subjects this term. Using their basic ICT skills, students can use the laptops to complete research into artists and specific types of work. They can use English and literacy skills when word processing and annotating work. Maths can be used when measuring accurately for one point perspective. Using potential past knowledge from history lessons, students will expand their knowledge of Van Gogh and post-impressionism.</p>	<p>Students will continue to develop the skills that they have started in the aboriginal art project. When approaching the bugs project, they will be able to use and build upon the skills previously learnt. By this point they will have also explored drawing and design within technology and may have used elements of symmetry within maths. They will continue to use English and ICT when researching and annotating work. Students can also draw on science knowledge when understanding different bugs species and discussing different parts of a bug.</p>	<p>Students will continue to develop the skills that they have learnt as part of the bugs project. The mixed media project will allow students to progress by deepening and strengthening their understanding of the effectiveness of mixed media. English skills will be increasingly important as students add more depth to their research and annotation tasks. Students will be using STEAM skills when:</p> <ul style="list-style-type: none"> <li>-Cutting, tearing and building layers in their work</li> <li>-Drawing controlled lines and using these skills to make different shapes</li> <li>-Scrunching, rolling or shaping materials to make 3D forms</li> <li>-Combining digital images with other media</li> </ul>



<p><b>Assessment</b></p>	<p>Students will be assessed on their ability to draw one point perspective cubes and respond to feedback. They will also be holistically assessed on the work completed this term.</p>	<p>Students will be assessed on the Use symmetry to draw part of a printed beetle. They must use cross-hatching and shading to demonstrate their tone on their drawings. They will also be holistically assessed on the work completed this term.</p>	<p>Students will be asked to trace or sketch an image which must be completed with up to five mixed media. They will also be holistically assessed on the work completed this term.</p>
<p><b>Aspirations &amp; Careers</b></p>	<ul style="list-style-type: none"> <li>★ Discussion of the various careers available within the artistic and creative field such as illustrator, graphic designer, art teacher, curator, art therapist, animator, product designer, photographer, interior designer.</li> <li>★ Throughout all projects this year, students will research and study artists and designers</li> <li>★ Students are encouraged to draw, paint and craft for pleasure outside of the classroom in order to nurture their skills</li> <li>★ Emphasis on the benefits of mental health when approaching quiet and purposeful artistic work</li> <li>★ Staff to discuss the pathways that can open from a talent in art, such as educational opportunities or careers (many from personal experience)</li> </ul>		