

# Subject: Art

## Year 7 Curriculum

### ASPIRE – ENDEAVOUR - SUCCEED

#### Purpose and aims

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### Threshold concepts

GCSE Assessment objective	KS3 NC connection	How will students achieve this?
AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Mini historical artist project on Frida Kahlo, exploring ideas behind the artists' work and building on artist techniques.  Students will also study contemporary artists, such as print designer Lucienne Day and model maker Veronika Richterova in the Plants and Cacti project.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Introduced to a wide variety of crucial mediums in the Key Skills project, allowing students to experiment and explore techniques and processes.  Students will apply these techniques and develop them further to improve proficiency in the Plants and Cacti project.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.	Produce creative work, exploring their ideas and recording their experiences  Evaluate and analyse creative works using the language of art, craft and design	Students will analyse and reflect on their own practice to help them gain proficiency and understand areas for improvement.  Students will gain an understanding of subject specific terms through Word Power and the application of these terms in lessons.  Students will be guided on how verbal and written language is used to signpost characteristics of the wider visual language.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Produce creative work, exploring their ideas and recording their experiences  Evaluate and analyse creative works using the language of art, craft and design	Students will produce final outcomes showing developed ideas and a combined understanding of the other 3 strands above.

## **Sequence of learning**

### **Key Skills project**

In Year 7, students will begin Art with a Key Skills project. It is important that this is the first topic taught to Year 7, as it will teach students imperative skills which will be transferred to many drawing and recording tasks throughout KS3 and KS4.

Students will begin with a baseline test to assess where their observation, shape and tonal skills are currently at. To start with in the Key Skills project, students are learning basic tonal skills with pencil. Using this media first will make this technique easily transferrable to a wide variety of other media. Using a pencil first creates the pathway for moving on to coloured pencil, the next media in the project. Skills will be expanded further with coloured pencil to practice colour blending and six other techniques; hatching, cross hatching, cross hatching again, stippling, scribbling and burnishing. Tonal skills and hatching techniques are then pushed further with the use of biro.

The project then moves on to mark making, where students expand on cross hatching, stippling and scribbling by producing a further variety of mark making techniques. Having practiced these skills before, there should be an understanding in the quality that is needed, whilst being able to push the freedom of being more creative with different mark making styles. Once mark making is completed, these will then be applied to shapes. Tonal skills will be pushed here, as students are required to show how tone can be shown through mark making, taking the prior knowledge forward of when biro cross hatching.

Students are then introduced to a medium of a different handle, oil pastel. Students get used to the dexterity of this media (considering the difference from holding pen or pencil), while completing the tonal process, as they did with pencil, coloured pencil and biro. The first introduction to colour mixing is done here. Students are guided to blend primary colours together to make secondary colours. Once this is completed, extra skills, such as developing the hues of oil pastel colours by adding black or white, and sgraffito are carried out. Sgraffito is then taken forward into a larger A5 scale piece, and mark making techniques are transferred into this. Building on their oil pastel skills, students are then taught how to create a wax resist by combining oil pastel with ink.

Finally, students practice the use of watercolour to develop their painting abilities. Students are taught how to use and apply watercolour successfully. Built in to the watercolour lessons is colour theory. Colour theory fits with watercolour as students learn about colour groups, the colour wheel, and how to mix their own colours from only using primary colours. This is an important skill to master so that students are able to select and make true colours to apply to their studies throughout KS3 and KS4, so they can gain an accurate representation of their observations.

To conclude with the use of watercolour, students draw their own plant and mix their own greens to produce a watercolour painting. As green has the highest tonal values of any colour.

### **Frida Kahlo project**

The second project is the study of historical artist Frida Kahlo. Students will research the work of the artist, evaluating and analysing Kahlo's work through written analysis. Students will build an understanding of the artist through written language, as a foundation to inform their artist responses. Students findings and interpretations will be presented in an A6 booklet, with a keen focus on presentation.

This will help students begin to analyse artists in a thorough and critical way, in preparation for developing this skill further in Year 8 and beyond. Artistic and descriptive vocabulary will begin to form a platform in this project for students to develop on in future years.

In fitting with the National Curriculum, in this mini project students will evaluate and analyse creative works using the language of art, craft and design, as well as learning about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Plants and Cacti**

The third project in Year 7 is Plants and Cacti. This is the final project, as it allows students to build on the proficiency of the Key Skills which they have learnt so far and apply them to a project setting.

Emphasis will be placed on students drawing accurately through the use of basic shapes, and applying tone to develop these critical art skills further. This will be developed through the Plants and Cacti project with various mediums.

Students will begin with a series of line drawings to build on the quality of their use of line and to practice gaining accurate shapes, before moving on to more technical drawings with tone. They will then progress to drawing a leaf with HB pencil, taking forward the practice of drawing shapes through their line drawings, and applying tone learnt in the key skills project. These methods are then transferred and developed further with use of coloured pencil, where as well as tone, colour blending will be considered to draw a cheese plant leaf. This will push students knowledge of technical drawing as they progress to a more challenging shape and outline. Tonal skills will then be transferred to two pen drawings, the first using tone with biro, and the second using the stippling technique also covered in the Key Skills project.

Students will study Lucienne Day to build on their artist knowledge and understanding of artistic shapes and patterns found in plants and cacti. They will demonstrate their understanding through producing a mixed media piece of drawing and collage. This process will then inform their collagraph templates, as they transition their knowledge of print and pattern shapes learnt from Lucienne Day into their own collagraph template.

Agata Krolak and Claire Softley cacti illustrations will then inspire a range of mini watercolour and pen illustrations of their own. These will build on their artist knowledge, colour mixing skills, and mark making techniques. This will come at this point in the sequence of learning as it progresses with medium choices and allows students to grow with confidence by applying pen and water colour / combining mediums together.

Mark making skills will then be pushed from the artist responses and mark making in the Key Skills project. Students will create a variety of mark making drawings of close-up cacti's in pen and coloured pencil. Their observational skills will be built on as they focus on detail. This will then transfer in to mark making in Adobe Photoshop, where students will develop an understanding of how to use basic Adobe Photoshop tools to create four mark making patterns in a range of blues, greens and yellows.

Students will then consider their cutting and collaging skills from the collagraph template and Lucienne Day response, and apply these to creating a collage cactus from their Adobe Photoshop mark making patterns.

The Plants and Cacti project will conclude with an outcome of two printed tea towels inspired by fashion and print designer Orla Kiely. After being introduced to the artist and considering the careers links to how prints are produced in industry, students will produce four individual illustrations

combining inspiration from Orla Kiely and elements of the Plants and Cacti project. After assessing their illustrations, two will then be chosen to turn into a tessellating or repeated pattern and include colour. Continuing to take into consideration how Orla Kiely then transfers her patterns to a product, students will sublimate one design on to a tea towel and then screen print another, developing their understanding of techniques learnt in industry. Work for this element of the project will be mounted and presented on to a board – a presenting technique which is regularly used at GCSE level.

## Subject knowledge and Procedural knowledge

### Key Skills Project

<b>Subject Knowledge</b> <i>Students Should know That...</i>	<b>Procedural Knowledge</b> <i>So that they can...</i>
<b>Pencil skills</b>	
The pressure applied to a pencil can vary the outcome of tone	Produce a realistic drawing through adding a range of tone
Shading in a circular motion helps blend different tones together	Create gradual changes in tone neatly and accurately
Shading in a circular motion has a neater and smoother outcome than shading in lines	Produce a more realistic outcome when using tone
<b>Coloured pencil skills</b>	
Varying the pressure applied to a coloured pencil will help intermingle two different colours together	Colour blend with colour pencils successfully, so that it cannot be seen where one colour starts and the other stops
<b>Biro skills</b>	
The pressure applied to a biro can vary the outcome of tone	Produce a range of tones with biro to increase proficiency in a range of mediums, and add a range of tones to a drawing with biro
Applying lines in different directions and at different distances produces a cross hatching technique	Produce a realistic drawing through adding a range of tone with cross hatching
<b>Mark Making skills</b>	
A range of marks can be used to help describe the shape of objects	Apply stippling, cross hatching and other techniques to different shapes successfully
Altering the distance between mark makings can change the tone	Create a range of tones with mark making
Shapes can be made to look 3d through mark making	Students can use techniques such as stippling and cross hatching to make shapes look 3d
<b>Oil Pastel skills</b>	
There are 3 primary colours, red yellow and blue	Mix these colours to make secondary colours and recall and have an understanding of the colour groups
Equal amounts of two primary colours makes a true secondary colour	Make a true secondary colour from mixing two primary colours together
Mixing equal amounts of red and yellow together makes orange	Make a true shade of orange
Mixing equal amounts of red and blue together makes purple	Make a true shade of purple
Mixing equal amounts of yellow and blue together makes green	Make a true shade of green
The pressure applied to an oil pastel can vary the outcome of tone	Produce a realistic drawing with oil pastel through adding a range of tone
Oil pastels are thicker than pens and pencils, therefore they need to be tilted when held	Produce a neat drawing and increase control over the oil pastel

Oil pastel colours can be mixed to make new colours	Mix primary colours together will oil pastel to make their own secondary and tertiary colours
Adding black or white to an oil pastel can change the hue	Change the hues of colour when using oil pastel to help produce a more realistic drawing
Layering two different oil pastel colours on top of one another creates a base for sgraffito, and scratching into this top surface reveals the lower layer	Produce unique and interesting outcomes of mark making through sgraffito
<b>Wax resist skills</b>	
Applying ink over oil pastel will resist the ink	Create interesting mark makings using a wax resist technique
<b>Watercolour skills</b>	
Unequal amounts of two primary colours will make a tertiary colour	Mix and make a variety of different colours and shades from primary colours
Adding more red than yellow will make a red-orange	
Adding more yellow than red will make a yellow-orange	Gain a range of orange shades
Adding more red than blue will make a red-purple	
Adding more blue than red will make a blue-purple	Gain a range of purple shades
Adding more yellow than blue will make a yellow-green	
Adding more blue than yellow will make a blue-green	Gain a range of green shades
A paintbrush should be held correctly	Paint neatly and accurately to achieve good quality work
The amount of water on the paintbrush varies the outcome of the paint	Achieve the colour that they want and apply it well to paper
Colours can be grouped in to warm colours and cool colours	Build on their colour theory knowledge and select appropriate colours to apply into studies
Colours can be grouped into complimentary colours	Build on their colour theory knowledge and select appropriate colours to apply in to studies
<b>Applying watercolour to a drawing</b>	
Images can be broken down to basic shapes	Build an accurate drawing from basic shapes
There are different ways of drawing with line	Produce a drawing with good quality line

### Frida Kahlo project

<b>Subject Knowledge</b> <i>Students Should know That...</i>	<b>Procedural Knowledge</b> <i>So that they can...</i>
Different typography styles can set different moods	Create a typography style suited to the front cover of their booklet
Frida Kahlo's work contained flowers, plants and animals	Create a variety of successful responses to the work of Frida Kahlo
They need to look closely at an artists work to be able to analyse it	Pick out areas of an artists work to help them form descriptions of it
They need to include artistic vocabulary in to an artist analysis	Produce a descriptive written piece on the artist
They can use a writing frame to help them form a descriptive paragraph	Produce a descriptive written paragraph on the artist
Frida Kahlo's work is colourful	Create a variety of successful responses to the work of Frida Kahlo, applying their understanding of colour theory and media techniques to their responses
How work is presented can strengthen your work	Present work in a meaningful and purposeful way

### Plants and Cacti project

<b>Subject Knowledge</b> <i>Students Should know That...</i>	<b>Procedural Knowledge</b> <i>So that they can...</i>

<b>Line drawings</b>	
There are a range of different drawing techniques which will produce different outcomes of line	Practice a range of drawing techniques to produce a series of drawings with different types of line
<b>Pencil drawing</b>	
Every image or object can be broken down to basic shapes	Produce an accurate drawing by building it up from basic shapes
They can apply various pencil tones to a drawing to make it realistic	Produce a realistic drawing with pencil tone
Leaving white areas in a drawing where highlights would be makes a drawing look more realistic	Make a drawing look more realistic and 3 dimensional, as though it is an object with a light source hitting it
Pressing on lightly will improve the quality of the drawing by being able to rub out any areas that are not needed easily	Produce a high-quality outline for the cheese plant drawing
Looking back at an image at least every 5 seconds helps you make correct translations from image to paper	Produce an accurate drawing from observation
<b>Coloured pencil drawing</b>	
Colour blending can improve the quality of a drawing	Produce a realistic drawing of a cheese plant leaf
Shading in a circular motion will help gain a gradual transition between different colours when blending	Merge different colours successfully to achieve a high-quality drawing of a cheese plant leaf
<b>Biro drawing</b>	
Techniques of varying pressure can be applied to biro as well as pencil and coloured pencil	Demonstrate a variety of tones in a drawing of a succulent to create a realistic black and white drawing
<b>Stippling drawing</b>	
The further apart stippling marks are, the lighter an area, and the closer together they are, the darker the area	Create a tonal drawing of plants and cacti with stippling
<b>Lucienne Day</b>	
Lucienne Day is a textile print designer who is inspired by natural forms/ plants	Produce a written paragraph on Lucienne Day using artistic vocabulary
	Illustrate an understanding of the basic shapes and patterns in Lucienne Days work through a mixed media collage and drawn response
<b>Collagraph printing</b>	
Applying different textures and shapes in different ways on to card can make a collagraph printing block	Are able to create a collagraph printing block from different materials
Basic shapes from the cacti images need to be broken down and isolated so they can be cut out individually for the collagraph printing block	Create a cacti image for a collagraph template
A collagraph print will produce a reversed image when printed	Produce the outcome they want when printing
The amount of ink applied will vary the outcome of a print	Apply the correct amount of ink so that their print is successful
The pressure applied to the template when printing can vary the outcome	Produce a clear and successful print by applying the right pressure to the collagraph template
<b>Agata Krolak and Claire Softley watercolour responses</b>	
The illustrations of Agata Krolak and Claire Softley	Produce a range of cacti and succulent illustrations inspired by Agata Krolak and Claire Softley
	Produce a range of greens (true greens, blue-greens and yellow-greens) in watercolour to apply to their cacti and succulent drawings

	Insert pops of colour besides green to enhance their illustrations
The mark making styles within Claire Softley's work	Include a range of mark makings appropriately to their watercolour responses
<b>Cacti mark making with pen and coloured pencil</b>	
Focusing on an area of an image close up will help you see interesting marks and details	Translate these close ups into interesting mark makings
Mark Making techniques can form interesting and creative drawings	Produce a range of individual mark making cacti drawings
<b>Mark Making in Photoshop</b>	
Different tools in Photoshop can create different marks	Create a range of mark makings through Photoshop
<b>Collage cacti</b>	
They way scissors are held, and where you snip to on the blade, can alter the neatness of cutting out	Cut out shapes neatly so that they can produce a well presented, high quality collage
The placement of cut out shapes can form an image	Produce a successful collage of a cacti
<b>Orla Kiely</b>	
The print designs of Orla Kiely and her pathway into the career/industry.	Create 4 illustrations inspired by Orla Kiely and the Cacti and Plants project
Shapes can be tessellated in a number of ways to make repeat patterns	Turn two of their illustrations in to repeat patterns
The types of colours used in Orla Kiely's designs	
Ways in which a colour palette is selected for a design	Students can select an appropriate colourway for their print designs
The process behind sublimating fabric	Sublimate one of their prints on to fabric for their first tea towel design
The process of screen printing	Screen print one of their print designs on to their second tea towel
Present work in a meaningful, purposeful and aesthetically pleasing way	Produce a high quality design sheet of their Orla Kiely inspired work

### **Curriculum links to careers**

Unit: Plants and Cacti

Career: Textiles /printing design /product design

Foci designer/artist : Orla Kiely

Links – artist/designer analysis, links to techniques like printing, tessellations, repeat patterns, colour palettes.  
Maths

Outcome: Screen printing or sublimation printing tea towels.