



Chellaston Academy

Art	Year 7 Curriculum
Intent	<p>The year 7 Art curriculum will be accessible to 100% of students, providing opportunities unaffected by prior attainment or knowledge. Student learning will develop through understanding and demonstrating practical skills rooted in the historical and current art cultures. They will be enriched with diverse approaches to progress against a timeline that reflects their personal love of learning. We will teach, lead and coach to enable students to comprehend the art world that surrounds them, while facilitating them to explore themselves as artists. We aim to combine critical thinking and evaluating, with experimenting and testing to provide a platform for progression that allows pupils to access the deeper thought processes within the art classroom and beyond.</p>
Implementation	<p>The year 7 curriculum acts as the first building block in developing pupils to become independent learners through practical and critical exploration. Pupils will be on varying levels at the beginning of the year due to previous experience and prior amount of dedicated time to the subject. The year is broken down into three schemes of work with the approach of one topic per term. To begin, the year seven cohort will study an introduction to art and learn baseline skills required for the coming years within the first term. This leads onto Logo's and Advertising, developing into Pop Art for the duration of the second term, and finally they study Portraits. Amongst the skills layered within these topics, pupils are given the opportunity to explore contextual and historical links; they are introduced to artists such as Andy Warhol, Roy Lichtenstein and Vincent van Gogh – key players in the historical art story that is crucial to understand in order to synthesise. Combining these approaches with chances to take risks and develop their current skill set will help develop pupil confidence and enable them to reflect on their practice and produce final outcomes that show their learning journey. Tasks will be differentiated where necessary to support additional learning and behavioural needs. The schemes of work fully support pupils with SEND. Subject staff will work closely with support staff to ensure work is accessible for each individual, this will then be reinforced with resource differentiation, effective seating plans, communication with the pupil, and regular feedback to confirm all pupils in the classroom are learning and progressing, with intervention being provided where evidence suggests it's needed. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to extend upon their knowledge learnt in lessons, this will also enable students to further develop themselves as independent learners.</p>
Impact	<p>Grasping the core skills, techniques and learning provided by Art and Design will give pupils opportunities that stretch far into their future, beyond the Art classroom. We will open doors and pathways for career choices alongside providing them the fundamentals to be successful when met with obstacles and challenge. We will deliver a platform for which they can use for self-development, creative thinking, and ask valuable questions.</p> <p>Formative and summative assessment is built into the long-term plan of year 7 to allow us to check pupil progress, address misconceptions and analyse success. Pupils will move into Year 8 as more confident artists, able to understand their development, and continue to work towards their end of Key Stage academic targets.</p>
Links to prior learning	<p>The year 7 curriculum acts as a direct link between Key Stage 2 and Key Stage 3 learning, bridging prior skills to new skills they will need for Key Stage 4 and beyond. Pupils will have greatly different artistic backgrounds at the start of the year, so it is important to implement the key concepts, skills and historical context to all students at this point. Pupils can use their current skills to build on new skills like perspective drawing, observational studies, and colour theory.</p>



Links to future learning

It is imperative that pupils acquire the learning in year 7 to develop them into year 8. They will use these skills and apply them to the year 8 schemes of work – these include Graffiti, Asian Art, and Pop Culture/Fashion. They will have gained basic understanding which they can now begin to refine and develop to help transition smoothly into their next year. The critical, contextual and historical element will be key if pupils choose to take their study of Art and Design into the further Key Stages too.

Links to other subjects and the wider curriculum

The year 7 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them. Throughout the Pop Art project students will gain a historical context of where it originated from and will discuss whether it's place in art today. Students will then go on to explore Portraiture and understand how other artists worked in order to be successful, they will comprehend the dedication required which will be beneficial across subjects.

Viewing and participating in art helps to build well rounded, caring individuals that bring with them a different view and opinion on the world today. They will have developed their understanding of other cultures in preparation for their journey towards adulthood in a modern day multi-cultural society. Students will have technical skills which they can take with them in any career they chose or within their own practice for the love of being creative.



Topics

Autumn 1 – Introductory Skills		Home Learning	
Practical <ul style="list-style-type: none"> Understanding basic art class-room materials and routines. Pencil Skills One Point Perspective Assessment 1 – 3D shapes 	Writing <ul style="list-style-type: none"> Peer and Self-assessment 	Identifying 2D and 3D shapes at home.	Drawing name in One-point perspective.
Learning content: Pupils are introduced to KS3 art, they learn how to use the basic art materials (4B pencils, rubbers etc) and understand the initial skills needed to develop with them. They are introduced to drawing in one-point perspective with examples and teacher led demonstrations and can discuss how these skills link to the art world. One-Point perspective is a key area to develop as this will be present throughout other schemes of work, therefore providing pupils with the skills they will need to help progression in future lessons.			
Assessment Assessment 1 – 3D shapes (summative). Peer/self-assessment of student work, ongoing teacher feedback - both written and verbal.			
Wider curriculum SMSC links through discussion and exploration. Link to maths and graphics through technical drawing.			
Literacy <i>Peer/self-assessment</i> <i>Literacy based starters</i> <i>(word scrambles etc)</i>	Numeracy <i>Technical drawing in one-point perspective.</i>	British Values <i>Mutual respect.</i>	Employability <i>Graphics</i>
SMSC <i>Social</i>	Cultural Capital <i>Historical artists</i> <i>Values</i>	Character Education <i>Attitude, morals, resilience</i>	Personal Development <i>Risk taking,</i> <i>perseverance</i>

Autumn 2 – Colour Theory and Advertising		Home Learning	
Practical Painting Skills Colour Wheel Colour Theory Mixing	Writing Definitions Labelling Key words Peer/Self-assessment	Collage of colour – finding things at home to support classroom knowledge of colour theory.	Find Logos and advertising seen in every day.
Learning Content: Pupils are introduced to the theory of colour and begin gaining basic knowledge and understanding of the colour wheel. They develop learning to encompass the theory behind Primary, Secondary and Tertiary colours, along with Tints, Tones, Shades and Hue. Practical skills are developed within Painting - and collage once the project leads onto Advertising. Colour theory knowledge will			



<p>provide valuable understanding for them to make personal, informed choices about future work. Class discussion around the topic will enable them to build confidence in talking about art using key words and phrases that will be building blocks for art lessons. This will be very valuable within other subjects too, and enable personal development.</p>			
<p>Assessment Formative assessment ongoing, verbal and written teacher led feedback in addition to peer and self.</p>			
<p>Wider curriculum Link to science with colour mixing, link to business with advertising, link to history with artists.</p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Addition of colour to colour</i></p>	<p>British Values <i>Develop self-knowledge and confidence</i></p>	<p>Employability <i>Art and Technology</i></p>
<p>SMSC <i>Participate and cooperate (social)</i></p>	<p>Cultural Capital <i>Historical artists Value Practical skills and discussion points</i></p>	<p>Character Education</p>	<p>Personal Development <i>Confidence Practical Skills Practice</i></p>



Spring 1 – Advertising and Logos		Home Learning	
Practical 2D Drawing Colour application Material Testing Assessment 2 – Crushed Can	Writing Peer/Self-Assessment Key words Spellings	Transform name into a famous logo and add colour, detail and tone. Complete teacher feedback Even Better If comments.	
Learning Content: Pupils develop initial advertising understanding and start to apply knowledge expressed through logos. Pupils produce a logo page and add materials that stretch and challenge them. Learn about Artists that use product placement within work, this will inform their practical work, and give them contextual knowledge they can develop on. This will help to encourage independent research and give them a platform for progression outside of the classroom.			
Assessment Assessment 2 – Crushed Can (summative). Peer/self-assessment of student work, ongoing teacher feedback – both written and verbal.			
Wider curriculum Links to sociology, business studies, IT and CAD/CAM.			
Literacy <i>Reading/writing skills</i>	Numeracy <i>Enlarging and reducing to scale</i>	British Values <i>Develop self-knowledge and confidence</i> <i>Respect</i> <i>General Knowledge</i>	Employability <i>Practical skills</i>
SMSC <i>Cultural – different logos and advertising dependent on location.</i>	Cultural Capital <i>Practical Skills and discussion points.</i> <i>Broader knowledge of world around them.</i>	Character Education	Personal Development <i>Confidence</i> <i>Practical skills</i>

Spring 2 – Pop Art		Home Learning	
Practical Painting Material testing Pop Art themed page Pop Art presentation Collage	Writing Create and perform a group presentation.	Pupils will produce a Pop Art research page based on an artist – literacy included. Pupils will complete teacher EBI comments on classwork and prior homework too.	
Learning Content: Students will produce a pop art themed, multi-material piece of work. They will develop 2D drawing skills and given chance to explore and experiment with new materials (oil pastels, chalk pastels, collage etc). Material experimentation will provide pupils with experience to help make informed choices.			



<p>es surrounding their own work in future. Pupils will produce an evaluation style presentation in pairs/threes during lessons in a computer room and present these to the class – pupils will be peer-assessed.</p>			
<p>Assessment Pupils will have Teacher, Self and Peer WWW and EBI comments throughout the half term in addition to verbal feedback too.</p>			
<p>Wider curriculum ICT (presentations), Technology.</p>			
<p>Literacy <i>Reading/writing skills</i> <i>Oracy - presentation</i></p>	<p>Numeracy <i>Enlargements and Reductions</i></p>	<p>British Values <i>Respect</i> <i>Responsibility</i> <i>Cultural Traditions</i></p>	<p>Employability <i>Practical skills</i> <i>Self-presentation skills</i></p>
<p>SMSC <i>Cultural</i></p>	<p>Cultural Capital <i>Practical Skills and discussion points.</i> <i>Broader knowledge of world around them.</i></p>	<p>Character Education</p>	<p>Personal Development <i>Confidence</i> <i>Practical skills</i></p>

<p>Summer 1 – Portraits</p> <p>Practical Introduction through facial features 3D Drawing skills Tonal Shading Assessment 3 – Pencil case</p> <p>Writing Peer and self-assessment Key words Labelling/spelling</p> <p>Learning Content: This unit is designed to develop 3D drawing and observational skills. Pupils will learn how to approach the demanding subject of portraiture and learning will be chunked down for accessibility. Pupils will improve their tonal shading skills and be introduced to artists. Observational studies will be a focal point throughout their art career at Chellaston and this will help pupils to understand how to approach them and develop in their application too. This will go hand in hand with the contextual research helping pupils to make links from the classroom and their studies, to existing artwork that does the same.</p>			<p>Home Learning</p> <p>Pupils will complete a research page on a portrait artist, broken down. Teacher EBI comments are then responded to as further home learning.</p>
<p>Assessment Assessment 3 – Pencil case (summative). Feedback given throughout via written and verbal communication.</p>			
<p>Wider curriculum Biology, History</p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy <i>Enlargements and Reductions</i></p>	<p>British Values <i>Respect</i> <i>Responsibility</i></p>	<p>Employability <i>Practical skills</i></p>



SMSC <i>Cultural Social</i>	Cultural Capital <i>Practical Skills and discussion points. Broader knowledge of world around them.</i>	Character Education	Personal Development <i>Confidence Practical skills</i>
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Summer 2 – Portraits		Home Learning
<p>Practical Additional features of a portrait Self Portrait Artist copy</p> <p>Learning Content: Pupils finish the year having worked towards completing a self-portrait. They put their tonal shading and 3D drawing into practice to produce a realistic observational study, bringing the learning of the term together. Students could also complete an artist copy.</p>	<p>Writing Peer and self-assessment Key words Spellings</p>	<p>Portrait collage. Reflection self-portrait (small)</p>

Assessment Formative assessment throughout the term from teacher and students.

Wider curriculum

Biology, History

Literacy <i>Reading/writing skills</i>	Numeracy <i>Enlargements and Reductions</i>	British Values <i>Respect Responsibility</i>	Employability <i>Practical skills</i>
SMSC <i>Cultural Social</i>	Cultural Capital <i>Practical Skills and discussion points. Broader knowledge of world around them.</i>	Character Education	Personal Development <i>Confidence Practical skills</i>

