

YEAR	AUTUMN	SPRING	SUMMER
<p>YEAR 7</p> <p>In year 7, pupils will learn the fundamental principles of art, and be introduced to the elements of visual language.</p> <p>This will be done via three thematic projects. Pupils will be introduced to formal elements, which will allow them to evaluate and describe their opinions about their own work, and that of other artists and designers.</p> <p>In the Autumn term, this will begin by focusing on 'Drawing'</p> <p>In the Spring term, pupils gain understanding of 'colour theory', with emphasis on project work, and artists who respond to colour in their work.</p> <p>In the Summer term, pupils are introduced to, and will explore art from both a western and non-western tradition.</p>	<p>KNOWLEDGE CONTENT: Drawing.</p> <p>FORMAL ELEMENTS: Line, tone, texture, shape.</p> <p>CONTEXT: Michelangelo, Van Gogh, Degas, Schiele, Picasso, Matisse, Hockney, Rego.</p> <p>PROCESSES: Pencil drawing, expressive line drawing, hatching, cross-hatching, mono print.</p> <p>VOCABULARY: Line, tone, mark-making, contour line, viewfinder.</p> <p>LINK TO PRIOR LEARNING: Sketchbook work, to gather, collect and experiment with ideas.</p> <p>SKILLS AND DEVELOPING IDEAS: Expressing opinions about visual work, the use of descriptive and specialist language. Controlled drawing.</p> <p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p>	<p>KNOWLEDGE CONTENT: Colour in art works.</p> <p>FORMAL ELEMENTS: Expressive line, drawing with paint, colour, shape.</p> <p>CONTEXT: Andre Derain, Hockney, Monet, O'Keeffe, Fauvism, Pointillism.</p> <p>PROCESSES: Mixing paint, use of different paints, mood boards.</p> <p>VOCABULARY: Colour, primary, secondary, tertiary, harmonious, complimentary, tint, shade, emotion, gesture, mood, hot, cold, movement.</p> <p>LINK TO PRIOR LEARNING: Revisit the 'colour wheel' and extend knowledge. Progress in experimenting with ideas.</p> <p>SKILLS AND DEVELOPING IDEAS: Recording, and understanding the differences between primary and secondary sources, annotation,</p>	<p>KNOWLEDGE CONTENT: Masks and adornment.</p> <p>FORMAL ELEMENTS: Colour, pattern, texture, shape and form.</p> <p>CONTEXT: African ceremonial masks, Chinese opera, Mexican Day of the Dead and Venetian masquerade.</p> <p>PROCESSES: Fabric dyes, fabric manipulation, beadwork decoration, painting.</p> <p>VOCABULARY: Culture, symbolism, tradition, construction, motif, meaning and influence.</p> <p>LINK TO PRIOR LEARNING: Build up knowledge of art history, cultural traditions and elements of decoration.</p> <p>SKILLS AND DEVELOPING IDEAS: Record from primary and secondary sources, experimenting with principle of, contrast, harmony, focal point and the impact of good design.</p>

	<p>MATERIALS: Use of a variety of drawing pencils, pastels and crayons.</p> <p>TECHNIQUES: Shading, line and tonal drawing. Drawing into ink for printing.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Annotation to describe techniques used, and reflection upon strengths and weaknesses.</p>	<p>selection of ideas, interpretation and planning outcomes.</p> <p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p> <p>MATERIALS: Variety of paints, brushes, sponges and papers.</p> <p>TECHNIQUES: Mixing colours, applying colour using various techniques, wet and dry techniques, pointillism and fauvist techniques.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Selection of colours to convey mood, understanding of meaning, self-evaluation of mood and composition.</p>	<p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p> <p>MATERIALS: Beads, fabric, paint, threads.</p> <p>TECHNIQUES: Mixing colours, fabric manipulation, working with decorative accessories.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Evaluate the work of other artists and designers, express opinions using specialist language.</p>
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<p>YEAR 8</p> <p>In year 8 pupils will build upon and expand upon the skills learnt in Year 7. They will develop their knowledge of the 'visual language' and the breadth of application, and use of materials and processes. The depth of knowledge will grow across thematic projects. In the Autumn term they will work on 'Collaborative paintings and Pop Art' In the Spring term, they will look at they will look at the Artist, 'Hundertwasser and the natural environment' In the Summer term they will work on the theme of 'Identity'</p>	<p>KNOWLEDGE CONTENT: Collaborative paintings and Pop Art</p> <p>FORMAL ELEMENTS: Composition, paint techniques, colour theory application, shape.</p> <p>CONTEXT: Andy Warhol, Robert Rauschenberg, Peter Blake, Richard Hamilton.</p> <p>PROCESSES: Lino print, drawing, paint application, collage.</p> <p>VOCABULARY: Popular culture, consumerism, print, relief.</p> <p>LINK TO PRIOR LEARNING: Builds on knowledge of 'formal elements' and expands upon 'principles' of form and shape, foreground and background.</p> <p>SKILLS AND DEVELOPING IDEAS: Record from 'primary and secondary' source, use of collage techniques and imagery, control of lino tools, experimenting with design process using a 'viewfinder'.</p>	<p>KNOWLEDGE CONTENT: Hundertwasser: His art and the natural environment.</p> <p>FORMAL ELEMENTS: Free form drawing, use of surface pattern, paint techniques, shape and space, simple wire sculpture.</p> <p>CONTEXT: Gustav Klimt Paul Klee, Antoni Gaudi.</p> <p>PROCESSES: Wire bending and shaping, paint mixing, line drawing, form, space and pattern.</p> <p>VOCABULARY: Organic form, line, functional, structure.</p> <p>LINK TO PRIOR LEARNING: Revisit 'colour theory', mark making, understanding 'balance, shape and pattern'.</p> <p>SKILLS AND DEVELOPING IDEAS: Record from both primary and secondary sources, annotation, confident use of 'spontaneous' experiments, research.</p>	<p>KNOWLEDGE CONTENT: Identity:</p> <p>FORMAL ELEMENTS: Painting, form, line, tone, texture.</p> <p>CONTEXT: Cindy Sherman, Grayson Perry, Frida Kahlo, Jenny Saville.</p> <p>PROCESSES: Drawing, painting, collage.</p> <p>VOCABULARY: Exploration, expression, connection, stereotype, convention, gender.</p> <p>LINK TO PRIOR LEARNING: Observational drawing, revisit collage techniques, use of photography, and reinforcement of the ability to explore and express in an experimental way.</p> <p>SKILLS AND DEVELOPING IDEAS: Recording from direct observation, and secondary source, learning the process of design and the bring together of various elements. Annotation.</p>

	<p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p> <p>MATERIALS: Collage papers, printing inks, paint.</p> <p>TECHNIQUES: Viewfinder compositions, carving the lino piece, mixing and applying paint, layering collage papers.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Use of descriptive specialist language to express opinions. Make informed and creative actions, review outcomes.</p>	<p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p> <p>MATERIALS: Sculpting wire, paints, papier mache, oil pastels.</p> <p>TECHNIQUES: Wire construction, mixing and application of colour, expressive drawing.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Learning how to review their own work and that of others, annotate ideas for the duration of the project, make informed creative actions.</p>	<p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p> <p>MATERIALS: Variety of papers, including photographic and collage paper, paint, drawing pencils, inks.</p> <p>TECHNIQUES: Application of a collage/photomontage on paper. Composition skills.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Refine choices and actions, discussion of aspects and meaning of the work, make connections to the researched art works by other artists, recognise the context of the theme.</p>
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<p>YEAR 9</p> <p>In year 9, pupils gain knowledge of the conventions and meanings in art. They also develop more skills in judgement and evaluation, in order to be able to adapt and refine their work, whilst being able to recognise the influences of other artists and designers, and give context to it. Pupils will begin to increase their proficiency in both 'handling' and choosing appropriate materials and techniques, whilst purposely increase the use of tools and materials.</p> <p>In the Autumn term, pupils will use the theme of 'Google re-design'.</p> <p>In the spring term, pupils will concentrate on a 'portrait' project, looking at the different traditional and non-traditional approaches in art.</p> <p>In the Summer term, pupils will look at 'Pattern and Abstraction', the meanings of abstraction, and the powerful ways it has, and can be used to express meaning.</p>	<p>KNOWLEDGE CONTENT: Google research, and re-design for textile art.</p> <p>FORMAL ELEMENTS: Form, pattern, colour and space.</p> <p>CONTEXT: Sonia Delauney, Cath Kidson, William Morris, Zika Ascher, Lucienne Day.</p> <p>PROCESSES: Lino prints, mono-prints, drawing, painting, tracing, mood boards.</p> <p>VOCABULARY: Hue, complimentary colour, harmonious colour, repeating image, motif, reflective symmetry, rotational symmetry.</p> <p>LINK TO PRIOR LEARNING: Revisit colour theory, development of the design process, control of drawing a repeating motif and annotation.</p> <p>SKILLS AND DEVELOPING IDEAS: Development of designs using source material, use of composition decisions to generate a final outcome.</p>	<p>KNOWLEDGE CONTENT: Portrait using colour and mixed media.</p> <p>FORMAL ELEMENTS: Line, tone, form, shade, texture.</p> <p>CONTEXT: Henri Matisse, Lucian Freud, Paul Gauguin, Andre Derain.</p> <p>PROCESSES: Painting, drawing.</p> <p>VOCABULARY: Ink wash, expressive drawing, tone, form.</p> <p>LINK TO PRIOR LEARNING: Revisit the meanings of the visual elements, and use more perceptive evaluation.</p> <p>SKILLS AND DEVELOPING IDEAS: Use research directly linked to the theme, and to be able to fully annotate the ideas. More thorough studies and application of ideas. Use of colour.</p> <p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p>	<p>KNOWLEDGE CONTENT: Op Art and pattern.</p> <p>FORMAL ELEMENTS: Line, shape, pattern, colour, space.</p> <p>CONTEXT: Bridget Riley, Jesus Raphael Soto, Victor Vasarely.</p> <p>PROCESSES: Technical drawing, tracing, colour mixing, printing.</p> <p>VOCABULARY: Negative space, non-blending, shape, pattern.</p> <p>LINK TO PRIOR LEARNING: Revisit symbolic use of colour in design, and use of types of repeating pattern</p> <p>SKILLS AND DEVELOPING IDEAS; Develop the application of shape, proportion and colour in design.</p> <p>SKILLS OF MAKING ART ,CRAFT & DESIGN: Paint and coloured pencil techniques, stages of simplification of drawings. 2D drawings to create optical illusion.</p>

	<p>SKILLS OF MAKING ART, CRAFT & DESIGN:</p> <p>MATERIALS: Paper, tracing paper, lightbox, pencils, paint, coloured pencil.</p> <p>TECHNIQUES: Lino print cutting, ink rolling, tracing, accurate drawing of designs.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Annotation to reflect and inform, refine choices in the design process and reviewing strengths and weaknesses.</p>	<p>MATERIALS: Acrylic paint, oil pastel, collage materials.</p> <p>TECHNIQUES: use of a variety of brushes and drawing pencils, careful composition decisions.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: Explanation of colour theory in annotations, and understanding meanings.</p>	<p>MATERIALS: Pencils, paint, paper, tracing paper.</p> <p>TECHNIQUES: Precision tracing and drawing, decisions of shape and colour application.</p> <p>SKILLS OF JUDGEMENT AND EVALUATION: To annotate how you produced your final outcome, by using appropriate descriptive subject specific vocabulary.</p>
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