



## CURRICULUM CORE KNOWLEDGE PLAN

SUBJECT: Art & Design

YEAR GROUP: 7

DATE: 2024/2025

**Purpose of study:** Art embodies some of the highest forms of human creativity. Art aims to 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. Students use critical and analytical skills to develop a more rigorous understanding of art and design. The curriculum aims to gain an appreciation of how Art and Design both reflect and shape our history including periods, styles and major movements from ancient times up to the present day.

The curriculum aims to ensure all pupils produce creative work, exploring their ideas and recording their experiences. Students should become skilful in drawing, painting, sculpture and other art, craft and design techniques.

Students should learn how to evaluate and analyse creative works using the language of art, craft and design. Students gain knowledge about artists, craft makers and designers, and understand the historical and cultural development of their Art forms.

**Year 7 Purpose and Overview:** In Year 7 students receive 2 lessons a fortnights and are introduced to a range of materials and techniques. They are introduced to the formal elements that make up every piece of Art. We focus on getting students to learn and develop their skills. During their academic year students will complete the following projects: formal elements, birds, shoes. These projects cover the key skills of observation, recording, developing, analysing and evaluating.

**Career opportunity:** We provide links to many jobs and careers in Art. The year 7 projects include links to animation, graphic design, sculpture, fashion design, printmaking, illustrator and shoe design.

**Interleaving and Retrieval:** Schemes of work encourage pupils to re-visit techniques and refine processes in order to improve understanding and skill. This approach helps embed new learning in long-term memory, through the act of repetition. Pupils enjoy learning more than one technique at a time and experimenting with this in order to aid progress.



| Term and unit                                                                                                     | Core knowledge                                                                                                                                                                                       | Core skills                                                                                                                                                                                                                                                                                                        | Core Vocabulary                                                                                                                                                                                                         | Revisiting prior knowledge | Links to Walney Ways & Employability skills/Careers                                                                                                                                                                                                                                  |
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| <u>Autumn Term 1</u><br><b>Project title:</b><br><b>Formal elements</b><br><br><b>Tone</b><br><br><br><b>Line</b> | <p>Introduction to “WHAT IS ART”?. Students are introduced to tone and composition. Base line assessment – to draw a tonal fruit composition from observation</p> <p>To develop knowledge of the</p> | <p>Students will be able to draw confidently from observation and display 3x tone, texture and key details. Students will be able to successfully identify a zoom finder and be able to select an interesting composition</p> <p>Independent creative thinking and problem solving</p> <p>Complete a series of</p> | <p>Formal Elements</p> <p>Tone</p> <p>Line</p> <p>Composition</p> <p>Observation</p> <p>Mark Making</p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Blending</p> <p>Analysis</p> <p>Literacy</p> <p>Critical</p> |                            | <p><b>Walney Ways</b></p> <p>Wider thinking</p> <p>Self motivated</p> <p>Communicative</p> <p>Aspirational</p> <p>Resilient</p> <p><b>Employability.</b></p> <p>Organisation, planning and time management.</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Communication</p> |



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| <p><b>Texture</b></p>               | <p>Formal Elements and Still Life.<br/>To explore the use of Line in Art so that we can develop drawing techniques</p>                                                               | <p>drawing exercises of fruit and vegetables.<br/>Introduction to continuous line drawing and using oil pastels</p>                                                                                                          |  | <p>Revisiting prior knowledge of observation and outlining.</p>                                                                                  | <p><b>Walney Ways</b><br/>Wider thinking<br/>Self motivated<br/>Communicative<br/>Aspirational<br/>Curious<br/>Resilient</p>                                    |
| <p><b>Colour</b></p>                | <p>To develop understanding of Texture. To explore Visual Texture. In order to develop observation skills and mark making techniques to show texture. Introduction to biro work.</p> | <p>Complete an observational drawing of a Natural Form focusing on its texture and biro. Introduction to mark making.</p>                                                                                                    |  |                                                                                                                                                  | <p><b>Employability.</b><br/><br/>Organisation, planning and time management.</p>                                                                               |
| <p><b>Hot &amp; cold pepper</b></p> | <p>To develop knowledge of Primary and Secondary Colours. Introduction to colour blending and use of coloured pencils.</p>                                                           | <p>Students will be able to identify colour families on the colour wheel. Students will understand how to successfully create secondary colours from primary ones. Be able to create colour hues using coloured pencils.</p> |  | <p>Revisiting prior knowledge of colour theory and how to create secondary colours using primary colours. Students will strengthen knowledge</p> | <p>Self awareness<br/><br/>Problem solving<br/><br/>Creative thinking<br/><br/>Attention to detail<br/><br/>Communication<br/><br/>Analysing and reflection</p> |



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| <p><b>Archimboldo<br/>artist research<br/>page</b></p>                 | <p>To experiment with Colour Blending/ shading skills by creating a hot &amp; cold pepper using coloured pencils.</p>                                         | <p>Students will be able to transfer prior knowledge of colour blending and be able to create 3x tone using colour blending. Students will only be allowed to use primary colours and will be able to successfully identify warm and cool colour tones.</p>                                                     |  | <p>of using coloured pencils and will be revisiting skills of observation and outline drawing.</p> <p>Students will recall key words used this term.</p>                                                 |  |
| <p><b>Final outcome:<br/>Archimboldo<br/>inspired<br/>portrait</b></p> | <p>To analyse the work of Arcimboldo and understand the importance of literacy within Art. To develop a range of analytical and critical thinking skills.</p> | <p>Students will produce an Artist research page on Archimboldo. Students will gain knowledge of how to critically analyse and reflect on artwork. Students will gain insight into GCSE A01 assessment objective and shown previous examples of GCSE artist research pages</p> <p>Students will complete an</p> |  | <p>Students will recap and revisit all elements of the formal elements with sections of oil pastel, coloured pencil, biro and observational drawing. Students will recall key details and aspects of</p> |  |



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|                                                                                                               | To create a personal response portrait inspired by Archimboldo using the techniques learnt investigating the formal elements of Art. | A3 self-portrait in the style of Archimboldo. Students will be introduced to GCSE assessment objective A04 and will learn how a final piece of Art is created. |                                                                                                      | Archimboldo's work to be implemented into their personal response final piece.        |                                                                                                                                                               |
| <u>Spring term 2</u><br><br><b>Project title:</b><br><b>Birds</b><br><br><b>Observational drawing of bird</b> | To develop observational drawing techniques by creating an observational drawing of a bird.                                          | Students are to create an observational drawing of a bird using either tonal pencil or biro. Students will select                                              | Observation<br>Media<br>Tone<br>Texture<br>Harmonious<br>Colour<br>Oil Pastel<br>Analyse<br>Critical | Students will be recalling previous skill learnt of using either a 4B pencil or biro. | <b>Walney Ways</b><br>Wider thinking<br>Self motivated<br>Communicative<br>Aspirational<br>Curious<br>Resilient<br><br><b>Employability.</b><br>Organisation, |



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| <p><b>Felt tip pen wash</b></p> <p><b>Oil pastel bird</b></p> | <p>To develop understanding of pen wash technique by creating a felt tip pen wash bird. Introduction to felt tip pens and paint brush skills</p> <p>To develop understanding of oil pastel technique by creating an oil pastel bird. Introduction to</p> | <p>their strongest media and demonstrate 3x tone, texture and key details. Students will be drawing from observation and selecting an appropriate bird to their skill level. Developing skills using a 4B pencil</p> <p>And equipment and will be able to use it safely and successfully with some accuracy.</p> <p>Students will complete a felt tip pen wash bird using harmonious colours.</p> <p>Students will complete an oil pastel bird using harmonious colours.</p> |  | <p>Students will be reminded of previous learning and will be questioned to how to successfully use each material.</p> <p>Students will be recalling and strengthening observation/drawing skills</p> <p>Students will be recalling previous learning on colour theory and harmonious colours.</p> <p>Students will be recalling previous learning on colour theory and harmonious</p> | <p>planning and time management.</p> <p>Self awareness</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Attention to detail</p> <p>Communication</p> <p>Independent working</p> <p>Analysing and reflection</p> |
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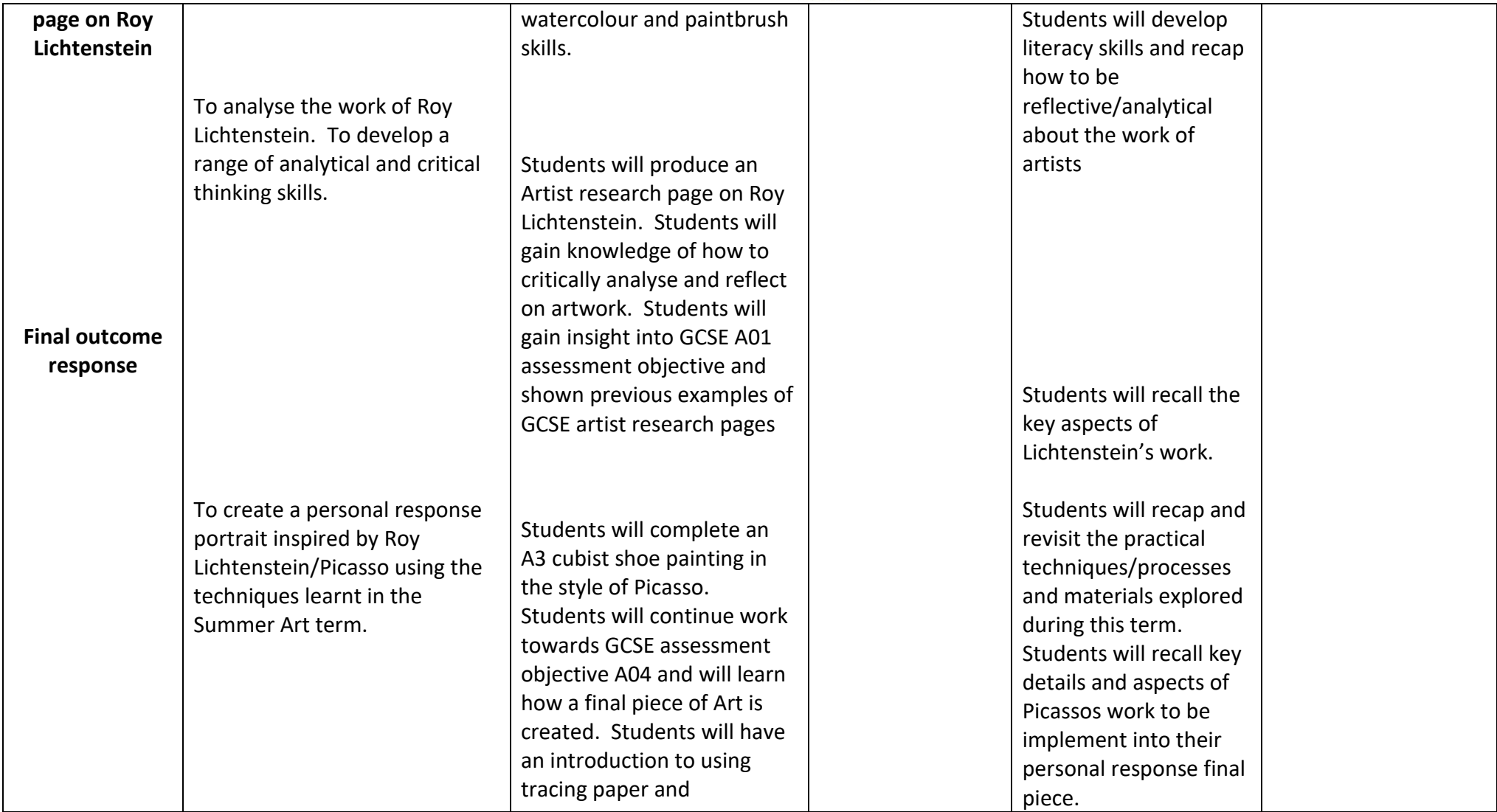
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| <p><b>Matisse artist research page</b></p> | <p>oil pastel blending and working onto coloured paper</p>                                            | <p>Students will be strengthen colour theory knowledge and become more independent in their recalling of skills and techniques</p>                                                                                                                                               |  | <p>colours. Students will recall basic knowledge of oil pastels. Students will be strengthening/recalling previous skills on observation/drawing</p> |  |
| <p><b>Matisse collage</b></p>              | <p>To analyse the work of Matisse. To develop a range of analytical and critical thinking skills.</p> | <p>Students will produce an Artsiest research page on Archimboldo. Students will gain knowledge of how to critically analyse and reflect on artwork. Students will gain insight into GCSE A01 assessment objective and shown previous examples of GCSE artist research pages</p> |  | <p>Students will revisit previous knowledge of writing about Art.</p>                                                                                |  |
| <p><b>Final outcomes response</b></p>      | <p>To create a collaged response to the work of Matisse using coloured papers</p>                     | <p>Students will create a collaged response to the work of Matisse. Students will be introduced to cutting</p>                                                                                                                                                                   |  | <p>Students will recall the key aspects of matissee's work</p> <p>Students will recap and revisit the practical techniques/processes</p>             |  |



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|                                                                                                    | To create a personal response portrait inspired by Matissee using the techniques learnt investigating the subject topic of birds | and collage skills.<br><br>Students will complete an A3art piece inspired by the style of Matisse. Students will develop understanding to GCSE assessment objective A04 and will learn how a final piece of Art is created.                                      |                                                                            | and materials explored during this term. Students will recall key details and aspects of Matissees work to be implement into their personal response final piece.                                     |                                                                                                                                                                                                                                                    |
| <u>Term 3</u><br><b>Project title:</b><br><b>Shoes</b><br><br><b>Observational drawing of shoe</b> | To develop observational drawing techniques by creating an observational drawing of a shoe.                                      | Students are to create an observational drawing of a shoe using either tonal pencil or biro. Students will select their strongest media and demonstrate 3x tone, texture and key details. Students will be drawing from observation and selecting an appropriate | Observation<br>Tone<br>Texture<br>Printmaking<br>Poly Tile<br>Water colour | Students will be recalling previous skill learnt of using either a 4B pencil or biro. Students will be reminded of previous learning and will be questioned to how to successfully use each material. | <b>Walney Ways</b><br>Wider thinking<br>Self motivated<br>Communicative<br>Aspirational<br>Curious<br>Resilient<br><br><b>Employability.</b><br>Customer/ client service and commercial business awareness.<br><br>Organisation, planning and time |



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| <p><b>Michael Craig Martin polyprint</b></p> <p><b>Sarah Beeton response</b></p> <p><b>Artist research</b></p> | <p>Introduction to printmaking and creating a polytile design inspired by the work of Michael Craig Martin.</p>           | <p>shoe to their skill level. Developing skills using a 4B pencil/biro</p> <p>Students are introduced to the work of Michael Craig Martin and are to produce a print response. Students are introduced to printmaking and how to create a polytile</p> |  | <p>Students will be recalling and strengthening observation/drawing skills</p> <p>Students recap previous learning on colour theory and formal element line.</p> <p>Students will recall basic paintbrush skills. Developing skills through observation.</p> | <p>management.</p> <p>Self awareness</p> <p>Problem solving</p> |
|                                                                                                                | <p>Students are to create a response to the artwork of Sarah Beeton. Introduction to illustration and careers in Art.</p> | <p>Students will be able to successfully create a response to the artist Sarah Beeton. Students will be introduced to illustration and creating a response using coloured paper, watercolour and felt tip pens. Introduction to</p>                    |  |                                                                                                                                                                                                                                                              |                                                                 |





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