

CURRICULUM AND ASSESSMENT PLAN

ART & DESIGN YEAR 7



INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

	Prior learning	In KS2, students develop simple skills in drawing, colour mixing, painting techniques, sculpture and experimenting with various materials. These basics prepare them to build more complex techniques, personal expression and critical understanding in Y7 Art.
	Conscious curriculum links	Geography Links – Landscapes Exploring lines and textures within landscapes. Waterfalls, Coasts and the form of waves. History Links - Exploring the timeline between 1880-1960s. Pre and Post war art influences.
	Extra-Curricular	Art club weekly with a focus on school show props to start moving into group large scale pieces. End of year Art Exhibition showcasing work from all Key Stages.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	Visual Elements All students will know: •Understand the visual elements: line, tone, texture, colour, form, pattern and shape. •Be able to identify and describe how these elements are used in different artworks. •Use a range of materials and techniques to explore each visual element in their own creative work. •Develop confidence in experimenting with ideas and making artistic choices. •Learn about the artist Edward Ruscha, focusing on his use of text, colour and shape. •Understand how Ruscha's work connects to the visual elements and how it can inspire their own art. •Create a final piece that shows their understanding of the visual elements and reflects ideas from their artist research.	Art Movements All students will know: •Understand how different art movements from 1860 onward used visual elements like line, colour, form and composition in new and experimental ways. •Be able to identify and describe how Post-Impressionism, Cubism, Surrealism and Pop Art each challenged traditional artistic techniques and perspectives. •Use a range of materials and techniques to explore the styles and innovations of these movements in their own creative work. •Understand how artists responded to their time by breaking conventions and redefining what art could be. •Create a 3D piece that reflects their understanding of a contemporary art and demonstrates thoughtful use of visual elements and artistic intent.	Abstract Art All students will know: •Introduced to the key concepts of Abstract Art, focusing on how artists use non-representational forms to express ideas and emotions. •Learn about the artist Oscar Murillo, exploring his use of materials, mark making and energetic compositions. •Develop confidence in using abstraction to communicate mood, movement and personal ideas in their own artwork. •Explore how abstraction can be produced through paper collage, using layering, tearing and composition to create expressive, non-representational forms. •Create a final piece that demonstrates their understanding of abstraction by applying the styles, techniques and materials explored throughout the unit, presented in a gallery-style format to showcase their artistic development.
SKILLS	• Observational drawing • Tonal shading • Paper manipulation sculpture • Relief block printing • Mixed media collage • Oil pastel blending • Tonal pencil shading • Compositional development • 3D construction • Textured mixed media backgrounds • Abstraction of still life • Advanced compositional planning • Layered painting techniques		
ASSESSMENT	Each project will have a mid and two end of project assessment. The mid-project assessment will be a skills test which will be live marked providing goaled feedback. The first end of project assessment will be the creation of skills based final outcome showcasing all the skills taught in project, this will be teacher marked. The final assessment will be a knowledge-based test built from question based on knowledge taught through project. Students will also be formatively assessed using questioning, mini whiteboards, verbal live marking within each lesson.		
VOCAB	Formative: Live marking and feedback on tonal observational drawings.	Formative: Cubist tonal drawing assessment.	Formative: Live marking of abstraction processes.
	Summative: Relief block printing and final outcomes assessed against success criteria.	Summative: 3D art movement pyramid showcasing all movements studied.	Summative: Final abstract mixed media painting assessed on composition, control of materials and application of colour theory.
VOCAB	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.
	•Visual Elements •Space •Colour •Line •Shape •Tone •Texture •Pattern •Form •Scale •Size •Primary source •Grid method •Primary colours •Secondary colours •Positive space •Negative space	•Observational •Record •Free hand •Mark making •Tints •Hues •Shades •Overlapping •Organic shapes •Geometric shapes •Layer	•Composition •Interlocking •Complimentary •Tertiary •Depth •Contrast •Monochrome •Proportion •Pop Art •Post Impressionism •Cubism •Surrealism •Abstract •Art Movement

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 7 students could read is "The Boy Who Harnessed the Wind: Picture Book Edition" by William Kamkwamba, which explores creativity and resilience through powerful visuals and storytelling.

PERSONAL DEVELOPMENT

CAREERS - Gallery Curator – Managing exhibitions and collections in art galleries or museums.
CORE – Excellence - Learning higher level skills to develop own artistic style and independence.

SUPPORTING STUDENT'S AT HOME

Students will receive homework weekly or fortnightly to build skills alongside lessons. They can also revise and be tested using their knowledge organisers.