















2021-22 CURRICULUM MAP FOR ART

YEAR 7

<p>HALF TERM 1: The formal elements of Art - An introduction to the formal elements of Art and how they are used both in the work we produce and by artists throughout art history. All students will:</p> <ul style="list-style-type: none"> Learn the seven key formal elements of art. Be able to identify which ones are used in a piece of art and be able to describe this using basic art language. Be introduced to a brief timeline of the history of art focusing on key periods. They should know what an art movement is and be able to name/date at least three. <p>The formal element students will focus on first will be LINE, they will:</p> <ul style="list-style-type: none"> Be able to define different types of line. Experiment with producing lines and examine, what is drawing? What can we use to draw? Identify types of line used in the work of others and describe this. 		<p>Students will be given art timelines and information about key art movements to read. They will be encouraged to use these and do additional research on this as part of a homework task.</p>
<p>HALF TERM 2: The formal elements of Art - Continuing with their work on the formal elements of Art this half term students will focus on SHAPE, FORM, TONE and TEXTURE. All students will:</p> <ul style="list-style-type: none"> Learn about the different types of pencils and how they create a range of light, medium and dark tones. Create a tonal scale and learn how to shade gradually. Learn how to draw and shade 3D shapes thinking about light source and shadows. Learn how to use pen/biro to create tone on 2D shapes by using techniques such as scumbling, stippling and crosshatching. Learn what texture is and how artists create it in their work. Use line, mark making techniques and tone to create examples of different textures. 		<p>Evaluating how formal elements are used in artists work. Students to review a famous art work describing the formal elements.</p>
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<p>HALF TERM 2: The formal elements of Art - Continuing with their work on the formal elements of Art this half term students will focus on SHAPE, FORM, TONE and TEXTURE. All students will:</p> <ul style="list-style-type: none"> Learn about the different types of pencils and how they create a range of light, medium and dark tones. Create a tonal scale and learn how to shade gradually. Learn how to draw and shade 3D shapes thinking about light source and shadows. Learn how to use pen/biro to create tone on 2D shapes by using techniques such as scumbling, stippling and crosshatching. Learn what texture is and how artists create it in their work. Use line, mark making techniques and tone to create examples of different textures. 		<p>HISTORY - Art timeline, key periods. ENGLISH - Descriptive language when discussing the formal elements in works of art.</p>
<p>HALF TERM 3: The formal elements of Art – COLOUR THEORY The most complex formal element of art is colour! During this term students will study colour theory; how we use it, mix it, apply it etc. All students will learn:</p> <ul style="list-style-type: none"> What is colour theory is and how is it used in our daily lives? (artwork, advertising, products, creative industries) How to create a colour wheel and be able to identify the main colour groups and how they are made – Primary, secondary and tertiary. What is paint? The different types, uses and advantages/disadvantages of the paint we use in art. How do we paint with watercolours and ready mix? Know how black and white can be used to create tonal scales of colour. How colours can be made lighter by adding white (tints) or darker with black (shades) What colours work together - harmonious/analogous and can be blended easily, what are complimentary and contrasting colours? How can we use them? What words can we use to describe the use of colour in artworks? 		<p>As homework students will be required to research different types of pencils and find ten facts about them</p>
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<p>HALF TERM 4: The formal elements of Art – COLOUR & PATTERN. Students will continue to look at colour theory, learning techniques to apply to their own work. All students will:</p> <ul style="list-style-type: none"> Learn what warm and cold colours are and how these colours are used by artists. Learn about the formal element, pattern, what is it, how is it used in art and where might we see it in our everyday lives. Be able to name and identify well known types of textile and print patterns including zentangle. Learn how to do the sgraffito technique to produce a zentangle piece using warm and cool colours as a base. Examine the art movement art nouveau and look at a selection of artists from the period including William Morris, Gustav Klimt and Alphonse Mucha. Use patterns and key features from their work to produce an art nouveau insect. Create warm and cold colour blends using pencil crayons and apply these to their piece of work. 		<p>Students will need to research pattern and the movement, Art Nouveau. They will be required to gather information for homework to use in class.</p>
<p>HALF TERM 5: ALL ABOUT ME! During this project we will look at portraits in art and students will think about their own identities and what makes them who they are. All students will:</p> <ul style="list-style-type: none"> Learn what a portrait is and look at a 'top ten' different styles of portraits from key movements or artists. Examine portraits by Picasso and Van Gogh. Students should be able to identify three key features of their work and similarities / differences between their styles. Learn how to create tonal blends using oil pastel to create a Cubist Picasso eye and use marks and short strokes to create an impressionist Van Gogh eye. Learn how to draw a self-portrait using a step by step technique to accurately measure out shape and proportions. Focus on areas of face thinking about detail and structure. They should be able to name at least 7 parts of the eye and check for these details in their drawings. Use tonal shading to create areas of light and shadow on their face and mark making techniques to create texture in the hair. 		<p>Students will write key words about pattern in their sketchbooks and will research Art nouveau artists and write about them in their own words.</p>
		<p>Students to discuss the types of patterns in art works and recap key words in think, pair share activities. Group peer critique of key pieces of work.</p>
		<p>TECH – Patterns in textiles and design. SCIENCE – Colour theory.</p>
		<p>Researching different portraits in art books and on the internet. Finding information on Van Gogh and Picasso's life and work.</p>
<p>HALF TERM 6: ALL ABOUT ME! Students will continue working on their self-portraits, explore their own identity further and try to express this in their work. All students will:</p> <ul style="list-style-type: none"> Examine portraits by Artists such as Giuseppe Arcimboldo and Frida Kahlo and consider ways in which a portrait can reveal more about a person than just the physical likeness. Think about what makes them who they are and produce a mind map about their own identity considering aspects of their life, personality, talents etc. Learn what typography is and experiment with drawing different types of lettering to use in their artwork. Combine the styles of different artists and typography to produce a self portrait that really expresses the meaning 'All about me' Learn how to produce a brief analysis of their work, describing the key features of their work and artists influences. 		<p>Producing a fact sheet about Picasso and Van Gogh's life & work for homework. Writing about key features and similarities/differences between their work.</p>
		<p>Think, pair share activities discussing artist portraits. Peer assessment at various stages of the portrait drawing process.</p>
		<p>SCIENCE – The structure of the face, keywords to describe parts of the eye, ears, nose and mouth.</p>
		<p>Reading about the life and work of Frida Kahlo and considering how she represented herself through her artwork.</p>
		<p>Mind map about their identity. Analysis of their final piece of work - All about me self-portrait.</p>
		<p>Discussion with their peers about their own identities. Group critique of their developed self-portraits to share good practice.</p>
		<p>IT – Typography, fonts, sizes, lettering styles & design. PHSE – Thinking about their own identities.</p>