

ART

Year 7 - Long Term Plan

Unit	Unit Intent	Feeds Forward to...	Content Coverage	Methods of Assessment	Reading List
<p>Unit 1: Drawing & Analysis Skills 1 Learning the basics of drawing and analysing artworks.</p> <p><u>Elements of the Art Curriculum:</u> ACC ACP ACH</p>	<ol style="list-style-type: none"> To introduce students to various skills, techniques and ways of drawing. Students to practice formal drawing and be encouraged to develop this over more 'cartoon' styles that students tend to inherit from Primary School. To understand the importance of drawing for recording ideas and for personal expression. To explore other artists and learn how and why they draw in certain ways. To begin building a technical vocabulary. To begin to understand the basics of analysing artworks. 	<ul style="list-style-type: none"> Drawing skills Analysis skills Opinion giving/forming Research/ investigation skills Technical vocabulary Presentation <p>Drawing is a foundation of Art and will be used throughout the course. Skills will be built on in each unit through studying other artists and drawing assessments with improvement homeworks.</p>	<p>Learning to identify elements of drawing and practising their uses and applications:</p> <ul style="list-style-type: none"> Line Shape Tone Detail <p>Considering the importance of drawing and how it supports recording ideas and personal expression.</p> <p>Introduction to the analysis of other artists.</p> <p>Students to do a Theme Page homework as a baseline test – this will be built on in future.</p> <p>Analysis questions and technical vocabulary will be introduced.</p>	<p>Drawing assessment</p> <ul style="list-style-type: none"> Skill <p>Theme page</p> <ul style="list-style-type: none"> Skill Knowledge Effort <p>Knowledge of Drawing Test</p> <ul style="list-style-type: none"> Knowledge 	<p>Take a Line for A Walk (Paul Klee) https://www.youtube.com/watch?v=9K9ENb_ZyIM</p>
<p>Unit 2: The Formal Elements Learning the importance of the Formal Elements.</p>	<ol style="list-style-type: none"> To introduce students to the language of the Formal Elements to ensure that they are able to identify these and read them in the context of other artworks. 	<ul style="list-style-type: none"> Drawing skills Analysis skills Research/investigation skills Technical vocabulary Annotation skills Media skills Presentation 	<p>The Formal Elements of Art:</p> <ul style="list-style-type: none"> Line Shape Form Tone Texture Space Colour 	<p>Drawing assessment</p> <ul style="list-style-type: none"> Skill <p>Theme page</p> <ul style="list-style-type: none"> Skill Knowledge Effort 	

<p><u>Elements of the Art Curriculum:</u> ACC ACP ACH</p>	<ol style="list-style-type: none"> Students to practice working with the Formal Elements to show understanding and control over their choices when creating artworks. Students to begin to understand how manipulation of the Formal Elements allows artists to express all manner of different things. 	<ul style="list-style-type: none"> Understanding the formal elements Expression <p>The formal elements are the language of Art and are referred back to throughout the course. Students will build on these skills in all future units by studying other artists and how they use them, and how they themselves can control them.</p>	<p>What these are, artists who use them and how to manipulate them in different ways.</p> <p>Students will focus on key artists and learn the relevant vocabulary.</p>	<p>Knowledge of The Formal Elements Test</p> <ul style="list-style-type: none"> Knowledge 	
<p><u>Unit 3: Van Gogh & Expressionism</u> Exploring different ways of seeing the world.</p> <p><u>Elements of the Art Curriculum:</u> ACC ACR ACP ACH</p>	<ol style="list-style-type: none"> To develop students analysis of other artist's work. To introduce new media and techniques inspired by Van Gogh. To look at how artwork can be expressive and passionate. To look at the context of Mental Health in Art. To study how colour, tone, line and mark-making can express emotions, experiences and ideas. 	<ul style="list-style-type: none"> Analysis skills Annotation skills Experimentation Skills Reading Images Create personal & meaningful work Understand visual language Representation & Equality Open Minded <p>This unit introduces students to the idea of 'The Artist as a Human Being' – it is about being able to relate to artwork and understand the contextual elements behind them. This supports future exploration of artists. Media wise, students will look at the elements of art and how they can communicate ideas. This feeds forward to being able to create personal artworks through understanding the language needed to convey ideas and emotions.</p>	<p>Van Gogh's life and work.</p> <p>How context is important when trying to understand artwork.</p> <p>How Mental Health can be represented in artwork and a discussion around acceptance, understanding and representation.</p> <p>Exploring the techniques of mark-making, expression and colour layering.</p> <p>Understanding Van Gogh as a human being with emotions and experiences. Using this to relate to his work and how expression can communicate beyond time, place and language.</p>	<p>Drawing assessment</p> <ul style="list-style-type: none"> Skill <p>Theme page</p> <ul style="list-style-type: none"> Skill Knowledge Effort <p>Final Piece</p> <ul style="list-style-type: none"> Skill Effort <p>Knowledge of Van Gogh & Expressionism Test</p> <ul style="list-style-type: none"> Knowledge 	
<p><u>Unit 4: Frida Kahlo ~ Reading Images</u></p>	<ol style="list-style-type: none"> To explore the work of an artist who represents 	<ul style="list-style-type: none"> Analysis skills Annotation skills Idea Development 	<p>Frida Kahlo's life and work, with a focus on illness,</p>	<p>Drawing assessment</p> <ul style="list-style-type: none"> Skill 	<p>Frida Kahlo (non-fiction)</p>

<p>Exploring identity, culture & symbolism.</p> <p><u>Elements of the Art Curriculum:</u> ACC ACD ACH</p>	<p>a complicated and varied part of society.</p> <ol style="list-style-type: none"> To learn about how people live in other cultures. Students to learn about expression and personal identity. Students to learn how to identify symbols in artwork and be able to apply these concepts to their own work. Students to explore how personal experiences can be conveyed in Art and how this can help the artist to deal with the experience, and others to feel that they are not alone. 	<ul style="list-style-type: none"> Personal Identity & Development Reading Images Create personal & meaningful artwork Contextual Skills Expression Representation & Equality Open Minded Cultural Appreciation <p>Understanding how to read images, symbols and cultural differences is key to being able to access a huge range of artworks. This unit supports students being able to open their minds to alternate ways of being and living, and to be able to practice self-expression. This feeds forward to understanding the artwork of others, and developing self-expression.</p>	<p>disability, gender, sexuality, relationships and culture.</p> <p>Students will explore the context behind Kahlo's work.</p> <p>Symbolism, culture and identity will be main themes. Students will study Mexico and gender/cultural stereotypes.</p> <p>Students to explore how Kahlo told stories through her work, and how she showed resilience, grit, honesty and humanity through her work. This knowledge is then to be used to encourage students to express their own internal lives through artwork.</p>	<p>Theme page</p> <ul style="list-style-type: none"> Skill Knowledge Effort <p>Final Piece</p> <ul style="list-style-type: none"> Skill Effort <p>Knowledge of Frida Kahlo & Reading Images Test</p> <ul style="list-style-type: none"> Knowledge 	<p>books by V&A Introduces).</p>
<p><u>Unit 5: Dia de los Muertos ~ Cultural Differences</u> Exploring the similarities & differences in world cultures.</p> <p><u>Elements of the Art Curriculum:</u> ACC ACR ACD ACH</p>	<ol style="list-style-type: none"> Students to explore the artwork of another culture. To understand the similarities and differences in world cultures and their views on life and death. To learn how to empathise with other points of view. To understand the symbolism and history of another culture. To be able to start to view themselves as citizens of the world, and to open minds and hearts to other cultures, 	<ul style="list-style-type: none"> Idea Development Contextual Skills Expression Representation & Equality Open Minded Cultural Appreciation <p>This unit is important in building appreciation, understanding and knowledge as a global citizen. This feeds forward to all future units, in helping students to understand that 'British' is not the only view of the world, and that you need to be open to all cultures views, traditions and beliefs to be able to appreciate and participate in the world. This knowledge helps students to develop their cultural</p>	<p>To explore Dia de los Muertos, focussing on the similarities and differences between British and Mexican views on life and death.</p> <p>Students will look at religion, ceremony, belief and tradition alongside design, objects and the role of colour.</p> <p>Students to challenge their own ideas of life and death, and use Art to help them express their views on this.</p>	<p>Drawing assessment</p> <ul style="list-style-type: none"> Skill <p>Theme page</p> <ul style="list-style-type: none"> Skill Knowledge Effort <p>Final Piece</p> <ul style="list-style-type: none"> Skill Effort <p>Knowledge of Dia de los Muertos Test</p> <ul style="list-style-type: none"> Knowledge 	<p>Labyrinth Lost (YA fiction novel by Zoraida Córdova)</p> <p>Aristotle and Dante Discover the Secrets of the Universe (YA fiction novel by Benjamin Alire Saenz)</p> <p>Day of the Dead Website https://dayofthedead.holiday/</p>

	<p>peoples, beliefs and understandings.</p> <p>6. To explore personal views of life and death, and look at how beliefs are developed through societal and familial links.</p>	<p>understanding, personal growth and development, personal identity and supports contextual understanding of different ways of communicating in Art works.</p>			<p>The Book of Life (film by producer Guillermo del Toro and director Jorge Gutierrez)</p>
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