

Curriculum Overview

Subject: Art
Year Group: 7

Students work through an extended project over the year on the theme of “Food”. Over approximately 39 hours, students are assessed on their observation and recording skills and techniques that focus on the formal elements of line, tone, texture and form. Next, they have opportunities to explore a range of painting methods revisiting any prior knowledge of colour theory. Students are introduced to the importance of studying artists and responding to their work. Moving from this, students then explore a further range of 2D and 3D materials and processes and techniques to understand the use of primary and secondary sources. Students then progress onto developing and refining their ideas towards a final outcome that realises their intentions. The QPG is a scaffold that has the GCSE marking criteria as its foundation. This is used to assess progress, level of skill, understanding and ability.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Observational studies, learning and developing drawing skills and techniques. Observational drawing of food items from primary source with other mark making materials and surfaces. Exploring painting methods and techniques. Colour theory. 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> The importance of studying artists. Producing an artist study of Wayne Thiebaud. Responding to the work of Wayne Thiebaud. Exploring a wider range of materials, processes and techniques. Begin to collect secondary sources for cultural meals and food. 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Collecting and presenting mood boards as a source to draw from. Making secondary source drawings. Exploring modelling 3D materials and techniques. Refining and reviewing ideas towards a personal final response. Producing a final outcome.
KEY ASSESSMENTS Half term 1: Base line assessment week 1 of drawing skills QPG AO1 AO3 Half term 2: Baseline assessment week 7 of painting skills QPG AO2	KEY ASSESSMENTS Half term 1: Assessment of presentation skills and contextual understanding of Art QPG AO4 Half term 2: Assessment of understanding of artists style, materials and techniques through own responses QPG AO4	KEY ASSESSMENTS Half term 1: Assessment of 3D modelling and manipulating skills QPG AO2 Half term 2: Assessment of final outcome and the development and progress of skills learnt through the year QPG AO4

Extended reading suggestions and external resources:

www.tate.org

www.nationalgallery.org.uk

https://en.wikipedia.org/wiki/Wayne_Thiebaud

Pinterest

Year 7 Assessment Criteria

Assessment Objectives				
AO1 Develop ideas through investigations demonstrating a critical understanding of sources. AO2 Record ideas, observations and insights relevant to intentions as work progresses. AO3 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.				
	 Bronze 	Silver 	Gold 	Platinum 
Present AO 4 Present	<p>I can discuss my own and other's work in a limited way and with help I can make small changes. I need help to produce and present a final outcome but my journey there is not clear</p>	<p>I can discuss my own and other's work and think about how I might improve and adapt my ideas. I can produce and present a final outcome but need help to show evidence of my journey there</p>	<p>I can evaluate my own and other's work showing I know what is being communicated. I can use this to make changes to my ideas I can independently produce and present a final outcome but I need guidance on how to show my journey there.</p>	<p>I can explain reasons for the purpose and meaning of my own and other's work. I can use my opinions to develop and adapt my own work. I can independently produce and present a final outcome and show a journey of how arrived there.</p>
Record AO3	<p>I need help to make recordings that show different types of lines, tone, texture and 3D shape I need help to write about my work as it progresses I can trace copies of artists work and collect basic information about how and why they do their work.</p>	<p>The recordings I make show that I am developing my use of lines, tones, textures and 3D shape but I need practise I can make basic notes about my work as it progresses I can copy the work of artists relevant to the project and collect information about how and why they do their work</p>	<p>The recordings I make show some accurate use of lines, tones, textures and 3D shapes. My written notes support my ideas and how my work is developing I can think about how and why relevant artists do their work and begin to relate their style or techniques to my own work.</p>	<p>My recordings show accurate use of lines, tones, textures and 3D shapes. My written notes explain my ideas and use some subject specific vocabulary. I can research and understand how and why relevant artists do their work and explain how their style or techniques influence my work.</p>

<p style="text-align: center;">Refine AO2</p>	<p>I am trying to use lots of different materials, but I need more practise with how to control them. I need help to explore my own original ideas</p>	<p>I am using lots of different materials and have some control on how to use them successfully I am beginning to understand how to explore my ideas and can make some changes with help</p>	<p>I can successfully control lots of different materials and my skills are developing I understand how to explore my ideas and can think of some ways to make changes</p>	<p>I can successfully control a wider range of materials and control them with a strong level of skill I can confidently explore my ideas and can make relevant changes.</p>
<p style="text-align: center;">Develop AO1</p>	<p>I need help to know what a primary and secondary source is</p>	<p>I can tell the difference between a primary and secondary source and I know if they are relevant to the project.</p>	<p>I can identify relevant primary and secondary sources and use them to develop my own work. I can assess if they are good sources</p>	<p>I can assess and select primary and secondary sources independently and show that I have used them in a creative way in my own work.</p>