

Year: 7

Subject: Art

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1A Colour Theory	1	Baseline assessment to determine ability to use the art formal elements.	Assess the students understanding of, and ability to use line, shape, colour, tone and proportion.	To draw a bowl of fruit To demonstrate current understanding of how to use line, shape, colour, tone and proportion.		Draw a fruit bowl
	2	Colour theory – primary, secondary colours	To know the difference between primary and secondary colours To understand the terms saturation and hue	To design a cover page using primary and secondary colours To complete a worksheet showing understanding of basic colour theory	Encourage good use of colours varying from primary, secondary, warm, cool, adjacent and complementary. https://www.youtube.com/watch?v=eGrGkJtSLsk&pp=ygUsQ29sb3VyIHRob29yeSDigJMgcHJpbWFYeSwgc2Vjb25kYXJ5IGNvbG91cnM%3D	Design cover page
	3	Colour theory – contrasting and complementary colours	To identify contrast and complementary colours, using the colour wheel.	To design your name using 2 of either contrast or complementary colours.	https://www.youtube.com/watch?v=fGVdntklOMg&pp=ygUlY29udHJhc3RpbmcmYW5kiGNvbXBsZW1lbnRhcngY29sb3Vycw%3D%3D	Design name using complementary colours
	4	The use of colour to create moods	To explore the feelings we get from colours and understand why artists choose colours to create moods.	To create a collage using cut outs from magazines etc To represent a particular mood	Allow student to watch Inside out 1 and 2 to identify what colours are associated with each emotion.	Create collage using magazines
	5	Using colour to create moods	Complete collage from previous lesson	To create a collage using cut outs from magazines etc To represent a particular mood		Complete collage using magazines


	6	Hot and cold colours	To identify the difference between hot and cold colours, through discussion and looking at examples.	To create a picture using hot colours in one section and cold colours in the other.	https://www.youtube.com/watch?v=95OQT-FsW5k&pp=ygUUAaG90IGFuZCBjb2xkiGNvbG91cnM%3D	Create a split picture that shows hot and cold
	7	Hot and cold colours cont'd	Complete painting from previous lesson	To create a picture using hot colours in one section and cold colours in the other.		Complete split picture that shows hot and cold

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1B Self Image	1	Importance of self representation and analyse artists work	To visualise what a person might look like and other distinguishing features based on an extract. Look at an artist's self portrait and analyse.	To ask and answer questions using appropriate terminology To listen with maintained attention and show understanding of what they hear To compare and comment on ideas, methods and approaches used in images of self		Mind map the medias, methods and approaches used by the artist to create the self image.
	2	Artist study	To create a critical thinking artist study into a handwritten fact sheet or electronic fact sheet or google slides presentation. Looking into the artwork to explain and analyse it.	To create a detailed fact sheet or slides about an artist To find out basic information To collect photos of their artwork To explain and analyse the artists work To recreate two pieces of their work in your style and evaluate it To compare the artist with another artist	Artist Research Guide - on Google Classroom In readiness for following lesson, collect old photographs of yourself and your family that you don't want to keep whole as they will be used to create a collage self portrait	Artist study fact sheet/google slides
	3	Collect photographs	Collect photographs to build a picture of themselves e.g. drawings, photos etc. Using these photographs they study them and can portray	To select and experiment with ideas, materials and information to represent themselves		Using the collected pictures of yourself and family. Cut them into various shapes or into colour codes and build a collage self portrait


			them in a way of their choice to show their identity and make a series of studies using the photographs that they practice sketching.	To organise and present work to indicate how ideas are being developed		
4	Observational Sketch of themselves and refine work to develop it further	To sketch a self-portrait. Through it they can incorporate objects or representations that symbolise their interests while referring to previous lessons. Continuously review their work to analyse how effectively they are using methods and approaches to create their images of self	To select and combine line and tone and images and text to create an objective view of self To check the progress of their work at each stage and identify what needs to be modified and how improvements can be made			Create a self portrait sketch
5	Combine and manipulate materials to create a collage self portrait and refine work to develop it further	To use pre-photocopied pictures of their photographs in colour and black and white. They will sketch their portrait then use the photos to cut different aspects and shapes to layer and create collage. They can also use magazines to gather images of their interests, hobbies and favourite colour etc. Continuously review their work to analyse how effectively they are using methods and approaches to create their images of self	To manipulate materials and techniques to compose images and express ideas about their identity To check the progress of their work at each stage and identify what needs to be modified and how improvements can be made	Sending in any old magazines, cookbooks etc. sending in old sheets and clothing that you wouldn't be able to sell. https://www.youtube.com/watch?v=q9tT9a7ip5Y&pp=ygUWY29sbGFnZSBzZWxmiHBvcnRyYWI0cw%3D%3D		Create a mixed media collage self portrait - fabric, paper, magazines etc.
6	Analyse and evaluate others work, providing constructive criticism	Pupils share information and discuss ideas about others' work in pairs. discuss the pros	To compare different ideas, methods and approaches in the work of others			Analyse 2 self portraits that are made differently. What do you like? What don't you like? What media worked well? What

			and cons of different methods of working. Look at two portraits from two artists. discuss how they represented themselves, how they used visual and tactile qualities, image and text. Review sculpted portrait heads from different times and cultures commenting on the use of tactile qualities.	To identify the strengths and weaknesses of different ways of representing identity		media didn't work well? If you could change this what would you do differently?
	7	Evaluate their work from the half term		To assess various skills used To assess whether I was able to implement the elements of art effectively To write an annotated paragraph up to 30-50 words		Self evaluation of their favourite self portrait and their least favourite portrait. Writing their annotation as a paragraph

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2A Landscapes	1	Landscapes- the four elements	To understand that the four elements are background, horizon, middle ground and foreground.	As a title page, draw a landscape that demonstrates understanding of the four elements, and label them. Lower ability can draw from secondary observation, and label accordingly	https://www.youtube.com/watch?v=k1pi5aGzA3c	Identify the features of all elements
	2	One point perspective	Discuss perspective, showing examples. Understand that objects further away appear smaller and have less detail.	Demonstrate an understanding of perspective, through drawing a landscape with one point perspective.	https://www.youtube.com/watch?v=d7C858rPQ1U	Sketch a one-point perspective landscape following video tutorial
	3	Line drawing of a landscape from direct observation (alternative – secondary obs)	Practice observation skills and recap on perspective in landscapes	Observe the surrounding landscape and do a line drawing, focusing on	Practice drawing using Youtube - How to videos	Draw High Knoll from the Ring-Road area

				perspective and the four elements.		
	4	Mark making and pencil shading for adding tone.	Introduce examples of mark making and show how it can add tone (and texture) to a piece of work.	Demonstrate an understanding of tone through adding pencil shading and mark making to the landscape drawings from the previous lesson.	Practice drawing using Youtube - How to videos https://www.youtube.com/watch?v=m21bl53H8nI	Practice mark making techniques with pencil and pen
	5	Adding tone cont'd		Complete landscapes with tone.	https://www.youtube.com/watch?v=m21bl53H8nI	Complete a picture in 2 medias - pencil and pen using mark making
	6	Artist research on Van Gogh's landscapes	Discuss examples of Van Gogh's landscapes and how he creates tone, movement and texture. Draw from secondary observation, a line drawing of 'Starry Night'	To demonstrate an understanding of Van Gogh's style, through a spider diagram, including images and notes.	Artist Study guide on Google classroom 	Artist study on van Gogh - fact sheet or google slides
	7	Working in the style of Van Gogh	Continue the line drawing from the previous lesson, Divide the drawing in half. Using a pen, add mark making to one half, and pencil shading to the next.	Show an understanding of how Van Gogh added tone and texture to his landscapes through using mark making and shading to complete a drawing of 'Starry Night'	Artist Study guide on Google classroom	Recreate Starry Night by van Gogh in watercolour and oil pastel for the line strokes

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2B Landscapes	1	Texture in nature	Discuss what texture is. Record ideas in a spider diagram. Investigate texture in nature. using crayon rubbings of different leaves, twigs and bark etc and Experiment with sponges, brushes, bubbles	To create a group landscape To collect objects from a landscape to apply texture To record rubbings of objects collected	https://www.youtube.com/watch?v=Mlq5WmwoAsY WATCH WITHOUT SOUND	Crayon/Sponge and Brush rubbings of textures in nature

	2	Appreciating abstract landscapes and Artist Study Fritz Hundertwasser	Discuss what is meant by Abstract and how it can be used in landscapes. Study Fritz Hundertwasser's landscape artwork and how he uses shape and colour from the elements of art to be creative.	To analyse an artist abstract landscapes To explain what abstract means To see how abstract landscapes can use various elements of art and principles of design		Artist Study Fritz Hundertwasser - fact sheet or google slides
	3	Understand the use of pattern and texture in landscapes	Students create a mind map showing various patterns that they have seen in nature or they have used in an artwork. Feedback the patterns and provide examples of other patterns that can be used. Recap Hundertwasser's abstract landscapes and see if they can identify any patterns. Work step by step to create an abstract landscape.	To recall patterns To recall an artists form and style To identify patterns in abstract landscapes To create a pattern collection to follow guidance in creating an abstract landscape	Look at how this landscape has been made solely with lines. Look at the technique, skills and texture displayed: https://www.youtube.com/watch?v=p19pEkzuruU&pp=ygUSbGluZXMgb24gbGFuZHNjYXBl	Mind map of various patterns in nature - zebra stripes, cheetah spots etc.
	4					
	5	Apply van Gogh and Hundertwasser into a final piece and evaluate	Begin by creating a mindmap of all we have learnt about landscapes as a way to assess understanding of the topic. To create a final piece incorporating all they now know and understand about landscapes into a final response.	To assess knowledge and understanding of the topic To use creativity to create a final response		Create a final piece of your choice that incorporates both van Gogh and Hundertwasser's style. Evaluate
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	7					

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3A Still life direct observation	1	Introduction to Still life and Composition and Cover page	Discuss famous still life artworks and their composition. Go through the key composition rules (rule of thirds, balance etc.) Demonstrate observation sketches. Collect and arrange objects to create a thumbnail sketch.	To understand still life composition To understand key observational drawing techniques To collect and arrange objects for preliminary sketches To create thumbnail sketches	Let your child draw items from different rooms	Still life cover page

	2	Contour drawing and observational line drawing	Blind contour drawing warm-up. Model and explain contour drawing techniques Complete a contour drawing of a collected object model techniques for achieving accurate proportion and detail.	To produce accurate contour line drawings using still life objects To capture intricate detail To complete two observational drawings	Let your child draw items from different rooms https://www.youtube.com/watch?v=hvNsnagchZk&pp=ygUdY29udG91ciBkcmF3aW5nlG9uIHNoaWxslGxpZmU%3D	Complete two line drawings with differing compositions. Line drawing of an inanimate object from in the room
	3	Develop charcoal drawings and charcoal drawing skills	experiment with charcoal strokes and shading techniques. Students practice shading simple forms. Model shading techniques and tonal applications.	To demonstrate control of shading techniques. To use accurate observation and proportion. To effectively use light and shade to depict form.	Let your child draw items from different rooms	Quick tonal sketches and how to map light and shadow effectively. Create a still life charcoal drawing.
	4	Finalize charcoal drawings and revise colour theory in still life	Complete and enhance charcoal drawings by refining techniques used. Colour association activity. recap primary, secondary and complementary colours.	To enhance and refine their charcoal drawing To create a functional colour wheel.	Let your child draw items from different rooms https://www.youtube.com/shorts/2m4EJiPNADU https://www.youtube.com/shorts/vBsEZvOwJ50	Experiment by colour mixing paint to create a colour wheel.
	5	Colour mixing, application and beginning still life painting	Practice blending and colour matching techniques using paint, soft pastels and oil pastels.	To develop skills in blending and layering colours To plan and start painting a still life composition	Let your child draw items from different rooms	Work on developing underpainting techniques to work with layering techniques.
	6	Refinement, detail and completing the painting	Recap previous lesson on layering techniques with paint. Refining their layering technique through practice.	To improve tonal depth and texture in paintings To finalize paintings for assessment	Let your child draw items from different rooms	Complete paintings.
	7	Evaluation, Presentation and Reflection	Group discussions on strengths and weaknesses to develop the language needed to do detailed reflections.	To self assess their work using criteria	Let your child draw items from different rooms	Present their work to the whole class and complete a self-assessment worksheet.

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3B Cardboard relief	1	Introduction to cardboard relief, basic techniques and exploring depth and texture.	Look at famous artists' cardboard relief projects. Develop cutting, folding and layering skills using cardboard.	To understand the basics of cardboard relief artwork and how texture and layers can be created.	Send in unwanted cardboard https://www.youtube.com/watch?v=g_kPIK8-5KI	Cardboard relief cover page Create a basic cardboard relief piece using their initials.

			Experiment with cardboard achieving different textures. create small cardboard reliefs that explore 2 textures.	To develop varying textures and depths.		
2	Exploring cardboard collage techniques and creating a 3D object with cardboard relief	Discuss mixed media in artwork. Look at how to apply different media to enhance texture and depth. Use 2 other materials other than cardboard to create a cardboard relief collage. How to apply this to 3D shapes.	To combine cardboard with other materials for mixed media collage. To create 3D objects using cardboard relief techniques.	Send in unwanted cardboard	Students design a 3D cardboard shape (sphere, cube etc.)	
3	Develop the final design	Recap the techniques used and discuss how to combine different elements into a cohesive final piece.	To plan a final piece of cardboard relief art.	Send in unwanted cardboard	Students plan their final piece in their sketchbooks and record how they plan to achieve this.	
4	Complete the final piece	Students construct their final piece using all the techniques learnt and complete an evaluation sheet.		Send in unwanted cardboard	Using all the techniques learnt students	
5	Evaluation, Presentation and Reflection	Group discussions on strengths and weaknesses to develop the language needed to do detailed reflections.	To self assess their work using criteria	Let your child draw items from different rooms	Present their work to the whole class and complete a self-assessment worksheet.	