

Year:

Subject:

Autumn Term- Year 7- Native American Art Project		
Overarching Topic:		
What has come before and what comes later:	<p>Students have varying levels of experiences of art at key stage 2 depending on which feeder school they've come from. All students are introduced to the basic visual elements at key stage 2 but this may have only been through the study of just one historical artist or culture.</p> <p>The intent for the very first year 7 project is to build upon any prior knowledge by re-visiting all of the visual elements. Then, to introduce students to art timelines and art movements and discuss which artists the students have already studied at key stage 2. Finally, we introduce students to how cultures include many art forms both historically and to the present day. Students explore the Native American Culture and the art work found within it.</p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>What is a primary colour?</p> <p>What is a secondary colour?</p> <p>What is harmonising colour?</p> <p>What is complementary colour?</p> <p>What are the Formal Elements?</p> <p>What is an Art movement?</p> <p>What is a culture?</p> <p>What does Native American Art look like?</p> <p>What is a totem pole?</p> <p>What is a tepee?</p> <p>What is a dream catcher?</p> <p>What is symbolism?</p> <p>What is composition?</p> <p>What is pattern?</p> <p>What is symmetry?</p>	<p>How can you use the formal elements to enhance your own artwork?</p> <p>What contemporary Native American artists can you find to inspire you?</p> <p>What other native American objects have art on them?</p> <p>What symbols would you use in your artwork to symbolise you or your friends and family?</p> <p>How could you improve the composition of your art to make it look better?</p> <p>How could you be more controlled with your use of media?</p>

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	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Record observations Experiment with media and materials Explore techniques and processes Understand the work of others Develop ideas Review and refine work Analyse and evaluate <p>©</p>	<ul style="list-style-type: none"> Record their observations in sketchbooks and other media as a basis for exploring their ideas. Record from primary and secondary sources, take photographs or collect imagery off the internet or out of magazines. Draw, paint, print or sculpt work using different media, materials, techniques and processes. Increase their proficiency in the handling of different materials through practice. Discuss great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Draw, paint, print or sculpt work that is inspired by the work of others. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Year:

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Spring Term- Year 7- Man Made Objects Project		
Overarching Topic:		
What has come before and what comes later:	<p>Students have completed a project on Native American art with a strong focus on culture and the visual elements, line, tone, colour, pattern, texture, space and shape.</p> <p>The intent in this project is to introduce students to the work of artists and to teach students how to create their own 2D art whilst also taking inspiration from the work of others. Students will build on prior knowledge of some media but there will be a bigger focus on new skills and experimenting with new media, materials and techniques.</p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>What is a man-made form?</p> <p>What is still life?</p> <p>Who is Jim Dine and what does his art look like?</p> <p>How do you use Chalk & Charcoal effectively?</p> <p>What is positive and negative space in art?</p> <p>What is conceptual art?</p> <p>Who is Michael Craig- Martin?</p> <p>What does composition mean?</p> <p>What do Michael Craig- Martins paintings look like?</p> <p>How could you draw and paint using similar scale and composition to Michael Craig Martin?</p> <p>Who is Jennifer Collier?</p> <p>What does Jennifer Colliers art look like?</p>	<p>What other artists can you find that draw and paint man made objects similar to Jim Dine?</p> <p>Why is planning important in conceptual art?</p> <p>What other artists make conceptual art similar to Jim Dine?</p> <p>How could you improve the composition of your art to make it look better?</p> <p>How could you be more controlled with your use of media?</p>

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Key skills	<ul style="list-style-type: none"> Record observations Experiment with media and materials Explore techniques and processes Understand the work of others Develop ideas Review and refine work Analyse and evaluate 	<ul style="list-style-type: none"> Record their observations in sketchbooks and other media as a basis for exploring their ideas. Record from primary and secondary sources, take photographs or collect imagery off the internet or out of magazines. Draw, paint, print or sculpt work using different media, materials, techniques and processes. Increase their proficiency in the handling of different materials through practice. Discuss great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Draw, paint, print or sculpt work that is inspired by the work of others. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Year:

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Summer Term- Year 7- African Art Project		
Overarching Topic:		
What has come before and what comes later:	<p>Students have completed a project on Man- made objects project with a strong focus on studying the work of other two dimensional artists before creating their own drawings and paintings.</p> <p>The intent in this project is to introduce students to the work of three dimensional artists and to teach students how to create their 3D art whilst also taking inspiration from the work of others. Students will build on prior knowledge of some media but there will be a bigger focus on new skills and experimenting with new media, materials and techniques.</p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>What does African Art look like?</p> <p>What is clay?</p> <p>What is scoring?</p> <p>What does cross hatch mean?</p> <p>What is slip?</p> <p>What different techniques can be used to make clay pots?</p> <p>How do you make a coil pot?</p> <p>How can you manipulate card?</p> <p>What different materials could you use to decorate a surface?</p>	<p>What Tribes can be found in Africa?</p> <p>How could you create effective design ideas for a pot?</p> <p>How could you improve the shape and form of your pot to make it look better?</p> <p>Why would you choose a particular wash, stains and oxide?</p> <p>How could you improve the surface decoration of your pot to make it look better?</p>

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Key skills	<ul style="list-style-type: none"> Record observations Experiment with media and materials Explore techniques and processes Understand the work of others Develop ideas Review and refine work Analyse and evaluate 	<ul style="list-style-type: none"> Record their observations in sketchbooks and other media as a basis for exploring their ideas. Record from primary and secondary sources, take photographs or collect imagery off the internet or out of magazines. Draw, paint, print or sculpt work using different media, materials, techniques and processes. Increase their proficiency in the handling of different materials through practice. Discuss great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Draw, paint, print or sculpt work that is inspired by the work of others. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.