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| *What will they be learning, why and in what order?* |
| **Year 7**  | **Term 1****Visual Elements** **Colour and Tone**  | **Term 2****Visual Elements Shape, Pattern and Texture** | **Term 3****Day of the Dead** **Bugs and Insects** |
| **Bridge/ Foundation knowledge required** | Knowledge can be built upon from primary studies  | Knowledge can be built upon from primary studies as well as understanding from Colour and Tone  | Students will build upon their knowledge of the visual elements  |
| **Key Learning Experience / Skills** | Primary and secondary colour mixingTertiary colour mixing Demonstrate knowledge of colour mixing in creative outcomes Explore the work of Mondrian and Kandinsky using a range of media, techniques and processesDrawing and naming 3d shapes Develop observational drawing skills, hand eye coordination, increasing fine motor skills Understanding how the direction of light creates shadows and be able to identify using the correct visual language Explore mark-making to apply tone creatively Use visual language to annotate outcomes Demonstrate safe practice in the art room by following health and safety rules (use of Stanley knives, craft knife and glue gun) | Recognising and exploring types of pattern (basic, half drop, rotation and reflection) Using photography and editing apps (IPAD, Procreate, photoshop) Recognising and being able to describe types of textures using visual language Use collage techniques creatively and assemble own demonstrating understanding of composition Explore the work of Michael Brennand- wood and Mark Herald using a range of media, techniques and processes. Exploring printing techniques; collagraph and press print Critically analyse the work of artists using visual language | Students will explore the Day of the Dead festival and be able to identify and describe objects associated with the day of the dead as well as understand their meaning. They will also learn Mexican words and phrases. Students will demonstrate and enhance their knowledge and understanding of colour, pattern and line. They will design and create design their own sugar skulls taking inspiration from examples using a range of patterns and exploring media. They will create their own 2D/3D Sugar skulls and enhance their practical making skills using paper mache and textiles materials. They will develop their sewing, embellishing, drawing and refining skills. **Books and film:** Coco, The book of life**Bugs and Insects** Students will combine their knowledge of visual elements (symmetry, repeat pattern)Explore a range of media and techniques such as wax resist and scratch art Explore the work of Rosalind Monks and create own imaginative outcomesUse visual language to annotate their work |
| **Assessment**How will you assess the impact of teaching? | Use of chatterbox for recall Mid -term assessment criteria Colour wheels and colour mixing application Use of visual language in questioning and analysis of artist’s work Tonal gradient Observation of shape and application of tone  | Use of chatter box for recall Mid-term assessment criteria Use of visual language in questioning and written feedback/evaluationUse and application of media, techniques and processes (printing processes, editing apps, collage techniques)  | Use of chatterbox for recallMid-term assessment criteriaSkill demonstrated in creative outcomes Use of visual language  |
| **CIAG Links** | Employability skills: Communicating with othersListening Following instructions  | Employability skills: Communicating with othersListening Following instructions Following use of equipment safely and adhering to health and safety rules  | Employability skills: Communicating with othersListening Following Health and Safety rules |
| **British Values**  | Respect the opinion of othersSupport each other with constructive feedbackFollow rules in using equipment safely  | Respect the opinion of othersSupport each other with constructive feedbackFollow rules in using equipment safely  | Mutual Respect: Respect the opinions beliefs and cultures of others Support each other with constructive feedbackFollow rules in using equipment safely  |
| **Cross Curricular Link Numeracy** | Exploring 2D shape; fractions and symmetry Measuring, angles, colour wheel | **Cross Curricular Link- Literacy** | Key vocabulary on the board for each learning stage Use of key vocabulary encouraged during written and verbal feedback with self and peersWritten and verbal communication  |
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| ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** |

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