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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 mixing  Tertiary colour mixing  Demonstrate knowledge of colour mixing in creative outcomes  Explore the work of Mondrian and Kandinsky using a range of media, techniques and processes  Drawing 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 outcomes  Use 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/evaluation  Use and application of media, techniques and processes (printing processes, editing apps, collage techniques) | | | Use of chatterbox for recall  Mid-term assessment criteria  Skill demonstrated in creative outcomes  Use of visual language |
| **CIAG Links** | Employability skills: Communicating with others  Listening  Following instructions | Employability skills:  Communicating with others  Listening  Following instructions  Following use of equipment safely and adhering to health and safety rules | | | Employability skills: Communicating with others  Listening  Following Health and Safety rules |
| **British Values** | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely | | | Mutual Respect: Respect the opinions beliefs and cultures of others  Support each other with constructive feedback  Follow 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 peers  Written and verbal communication | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |