

Year 7 Art – The World Around Us

Students in Year 7 will look at the broad theme of ‘The World around Us’. We focus on landscapes, bugs and natural forms, across 3 terms. In each of the projects, students will have the opportunity to learn about a range of artists, art works, and art movements, as well as interact with a variety of materials, processes and techniques, to produce sketchbook work and a final piece.

Autumn Term

Spring Term

Summer Term

What will be learned?

Firstly, students will explore and encounter each of the 7 basic elements (tone, line, colour, pattern, texture, shape and form). Pupils will then go on to encounter these key concepts in a practical, project study looking at rural landscape. Students will explore the landscape work of David Hockney, and subsequently the Post-Impressionist movement. Students will record the landscape in 2 dimensional methods, using a wide variety of materials, processes and techniques. Furthermore, students will develop their knowledge of the structure of a landscape (foreground, middle-ground, background, horizon line, etc.) and how to create a sense of distance and depth in 2-dimensional work. In response to stimuli from Hockney, pupils will create a harmonious and textured landscape final piece painting, using poster paint.

During the spring term project, students will encounter the work of Christopher Marley; an artist who collages deceased bugs into geometric patterns. Marley’s work is a cross between collage and installation, following into the Modernist art movement. In this topic, students will learn about the importance of bugs in our ecosystem. Pupils will record bug imagery, learning further about pattern, tone, colour, texture and symmetry. By considering their visual appearances and purposes, students will go on to design a visually interesting bug. This bug design will be transferred on to a styrofoam tile, and pupils will create a series of styrofoam prints, in a geometric, arranged pattern, inspired by Christopher Marley.

Pupils will study the life and works of Kate Malone, who creates ceramic sculpture from observations of nature, particularly its fruits, nuts and berries, which are the overriding influence in her work. In this topic students will record natural form imagery, building on previous knowledge of pattern, tone, colour, texture and symmetry. This will lead on to pupils designing their own ceramic vases, whilst discovering and combining knowledge of form. Pupils will encounter clay and modelling techniques to realise their designs. Making use of previous taught knowledge on colour theory and wet media, like poster paint, pupils will design and apply surface colour, informed by Kate Malone and natural objects.

Content sequencing

(Where does this fit – what have they done before which supports it, where does it link with future units?)

Prior Knowledge:

- In primary school, students study basic colour theory and are introduced to urban and rural landscapes in Year 6. Pupils focus on drawing and recognising key shapes and colour. Lesson content is planned to briefly revisit these key concepts, as a foundation to scaffold.

Future Learning:

- Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity.
- Pupils will continue to learn about and apply the basic elements (line, colour, tone, texture, pattern, shape and form) in all KS3 projects, to explore a wide variety of materials and techniques, and the resulting styles.

Prior Knowledge:

- Pupils will need to apply directional shading when drawing bugs. Directional line is much more obvious in landscape due to experience of place, but less so in a specimen that won’t have been carefully examined before. People will need to draw upon this previous knowledge.
- Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity.
- Pupils will need to apply their knowledge of colour theory to mix tints, tones and shades, as well as pre-plan print pattern
- Pupils will need to apply their knowledge of implied texture to create interesting low relief patterns, in their styrofoam tiles.

Future Learning:

- Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity.
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Prior Knowledge:

- Pupils will need to apply their knowledge of radial and linear pattern when ‘stacking’ and intentionally blending clay coils to achieve accurate form.
- Pupils will need to apply their knowledge of 2D implied textures, when creating physical texture in clay sculptures (mark making using different techniques and materials).
- Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity.
- Pupils will need to apply their knowledge of colour theory to mix tints, tones and shades, as well as clean, clear colour to apply surface colour to their sculptures.

Future Learning:

- Pupils will continue to recall information on artists, artworks and art movements, and express their opinions, subsequently improving capability and confidence in critically thinking, fostering creativity.
- Pupils will continue to learn about and apply the basic elements (line, colour, tone, texture, pattern, shape and form) in all KS3 projects, to explore a wide variety of materials and techniques, and the resulting styles.

Memory for Learning (What skills will students be required to exhibit?)	Students regularly have the opportunity to: <ul style="list-style-type: none"> • Learn information about artists, art movements, art works, materials and techniques prior experimenting/practising themselves. • Encounter memorable images, which connect materials and techniques to first hand life experiences. • Experience topics in art through several senses • Receive directions in multiple formats: demonstration/modelling, verbally, peer discussion, written on the board, final exemplars. • Link information to physical practise, and project to project, through the use and reflection on the basic elements of Art. • Repeat creative process patterns by looking at contextual sources, then experimenting, then recording ideas, and finally the creation of a final piece. • Be active readers • Practise retrieving prior knowledge 		
Powerful knowledge in the classroom (what areas/themes/concepts will be explored)	Generally, each of the three projects intends for our pupils: <ul style="list-style-type: none"> • To increase skillset in the use of the basic elements; line, tone, texture, colour, pattern, shape and form. • To work from first hand observation, experience, imagination and other sources. • To investigate how to express and realise ideas using the basic elements and qualities of a range of media. • To draw to express perception and invention, to communicate feelings, experiences and ideas. • To make informed choices about media, techniques and processes. • To make purposeful images and artefacts. • To explore and experiment with ideas, materials, tools and techniques. • To explore the visual, tactile and other sensory qualities of their own and others' work. • To engage with ideas, images and artefacts, identifying how values and meaning is conveyed. • To analyse, select and question critically, making reasoned choices when developing personal work. • To reflect on and evaluate their own and others' work, continuously adapting and refining during the creative process. • To learn key technical terms. 		
	More specifically, this project intends for our pupils to learn and be able to: <ul style="list-style-type: none"> • Describe, analyse and evaluate the landscape work of David Hockney. • Describe, analyse and evaluate the work of post-impressionist artists, and be able to connect the Hockney and the Post-Impressionists. • Record rural landscape using different media and techniques. • Demonstrate a sense of depth and space in a landscape drawing/painting, through the use of colour (tints, tones and shades). • Understand the properties of the colour wheel and make use of harmonious colour to display seasonal atmosphere. • Mix colours effectively, especially tints, tones and shades. • Mix colours effectively, to produce clean, clear colour. • Use a range of brush skills to demonstrate effective brush control (flat space and textural detail). 	More specifically, this project intends for our pupils to learn and be able to: <ul style="list-style-type: none"> • Describe, analyse and evaluate the work of Christopher Marley, accurately. • Record bug imagery using different media and techniques, ensuring accurate ratio, proportion, tonal range, implied texture, directional shading and (where appropriate) colour. • Produce a stylised pattern design for a Styrofoam tile print, showing understanding of low relief and levels. • Successfully produce a series of Styrofoam tile prints, utilising linear or radial pattern, and colour theory. • Understand properties of rolling ink, and the pros and cons of the medium. 	More specifically, this project intends for our pupils to learn and be able to: <ul style="list-style-type: none"> • Describe, analyse and evaluate the work of Kate Malone, accurately. • Record natural forms using different media and techniques, ensuring accurate ratio, proportion, tonal range, implied texture, directional shading and (where appropriate) colour. • Understand the properties of the colour wheel, demonstrating the ability to mix and apply colour in a colour wheel. • Mix colours effectively, to produce clean, clear colour. • Use a range of brush skills to demonstrate effective brush control (flat space and textural detail). • Design a 3D piece, with natural form and inspiration and awareness of form and colour theory. • Make use of coil, slab and low relief techniques to realise their sculptural design in 3D, inspired by Malone.
SEND in the classroom	Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs.		

(How will support be seen?)	<p>Teachers ensure that those with SEN needs are individually catered for, to ensure appropriate solution to any potential barriers to learnings and/or outcomes.</p> <p>In a general sense, teachers can provide support within this project by:</p> <ul style="list-style-type: none"> • Demonstrations are carried out via a visualiser, to support accessibility and safety. • Writing frames with both questions and sentence starters, to support critical thinking and creativity. • Key points and notes are printed off, to avoid the need for copying from the board. • Seating plans are required in all classes, to ensure students are able to communicate, respond and interact with each other and the teacher in discussions. • Use of middle/front table resource collection spots, so that materials and equipment can be found easily and put away in the right place. • Make tasks accessible through students using specialist resources where appropriate: i.e. scissors. • Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. • Use real objects related to the topic – e.g for work on texture, use a range of natural objects such as clay, wool, bark, stones, shells and leaves. Help students to understand their different qualities and characteristics through touching, smelling, seeing and hearing. • Support activities where students do not have the necessary mobility and dexterity – e.g using software or tools like a graphics tablet to simulate traditional drawing materials. • Enable students to research recommended websites online – eg websites of museums, galleries and exhibitions – to support or supplement other modes of research. • Allow teachers and students to review and evaluate work or consider next steps by viewing scanned or photographed images, forms or examples of students’ work from previous lessons on the interactive whiteboard. • Managing group work sensitively • Liaising with the CTA, to ensure risk assessment of lesson content, for those the CTA is supporting. 	<p>Teachers ensure that those with SEN needs are individually catered for, to ensure appropriate solution to any potential barriers to learnings and/or outcomes.</p> <p>In a general sense, teachers can provide support within this project by:</p> <ul style="list-style-type: none"> • Demonstrations are carried out via a visualiser, to support accessibility and safety. • Writing frames with both questions and sentence starters, to support critical thinking and creativity. • Key points and notes are printed off, to avoid the need for copying from the board. • Seating plans are required in all classes, to ensure students are able to communicate, respond and interact with each other and the teacher in discussions. • Use of middle/front table resource collection spots, so that materials and equipment can be found easily and put away in the right place. • Make tasks accessible through students using specialist resources where appropriate: i.e. scissors. • Allow time for sensory exploration. 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Homework	<p><u>Homework 1</u></p> <p>Research Post-Impressionism. Encounter facts about the movement and associated artwork. Students should be able to recognise and describe how Hockney’s landscape work visually relates.</p> <p><u>Homework 2</u></p> <p>Students will be tested on the knowledge learned during this project, following completion.</p>	<p><u>Homework 1</u></p> <p>Research Damien Hirst’s Capaneus artwork. Encounter key purposes of the artwork and analyse.</p> <p><u>Homework 2</u></p> <p>Students will be tested on the knowledge learned during this project, following completion.</p>	<p><u>Homework 1</u></p> <p>Research the properties of clay, and clay coil and slab techniques. Pupils should be able to recall key facts and be able to apply this knowledge to understand the practical methods Malone makes use of.</p> <p><u>Homework 2</u></p> <p>Students will be tested on the knowledge learned during this project, following completion.</p>

Assessment	<p>Each project should be marked via the assessment and feedback sheet, which demonstrates success criteria for each of the assessed tasks.</p> <p>Teachers will assess:</p> <p>A01 – Artist research, use of artist inspiration and the formulation of students’ own ideas as a result of such influence.</p> <p>A02 - Recording (recording of the development of ideas, recording of thoughts, annotations).</p> <p>Students will peer/self-assess:</p> <p>A03 – Experimentation with media, process, and technique.</p> <p>A04 - The realisation of an outcome which brings together the skills, knowledge and understanding of the unit.</p> <p>Assessment prompts pre-planned into lessons and PowerPoints to ensure feedback prompt progression.</p>		

Literacy opportunities	<ul style="list-style-type: none"> • Read, research, analyse, critique and evaluate key artists and their artworks • Read, research, analyse, critique and evaluate art movements • Analyse, critique and evaluate their own creations, using sequencing • Incorporating story telling/concepts into art making
Numeracy/Computing skills	<ul style="list-style-type: none"> • Symmetry • Geometry • Proportion • Ratio • Rule of thirds • Perspective • Scale • Colour mixing
Behaviours of Excellence (Character Development)	<ul style="list-style-type: none"> • Meet and greet • Whole class and individual praise • Seating plans • Build relationships with pupils • Opportunity to express/creative • Establishing trust with materials/techniques • Help station • Top tips

Equality in the classroom (Diversity opportunities)	<ul style="list-style-type: none"> Studying artists who were from poorer, lower-class backgrounds Studying artists who exhibited problems with mental health Studying artists who have been successful in their field
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Useful links		Publication list	Online resources	Events/exhibitions
		David Hockney: A Yorkshire Sketchbook The Letters of Vincent Van Gogh The Landscape Painter Workbook Kate Malone: A Book of Pots	Landscape Artist of the Year (Sky One) Great Pottery Throw Down	Natural History Museum Van Gogh – The Immersive Experience https://www.youtube.com/watch?v=G4JRRSiHeDg https://www.youtube.com/watch?v=V5b03Nb6ORs
Careers Information, Advice and Guidance	Level 3 A-Level qualifications	<ul style="list-style-type: none"> Studying artists who have made a living from creating works of art Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions References to GCSE and A Level studies 		
	Level 3-6 Higher Education	<ul style="list-style-type: none"> Studying artists who have made a living from creating works of art Studying artists who have studied at UK universities Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions 		