

Year 7 Art	<b>Subject Intent</b>	We want our students to be creative, observant and be able to communicate visually about the world around them. Our curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our curriculum improves a pupil's proficiency with a range of art materials, enables them to think critically, and provides an insight into and an appreciation of a range of artists, designers and cultures. Through art, pupils will also learn discussion skills, how to express their opinion respectfully, to persevere, independent working and team skills, understanding of other cultures and the world in which we live. Pupils will be confident in the key skills of exploring, researching, analysing, experimenting, designing and creating. These key exam skills are embedded in all that we do in preparation for year 11 and beyond.
	<b>KS3 Subject Narrative</b>	Our KS3 curriculum is project based. The key skills of using art mediums, researching and analysing artists and cultures, developing ideas and producing final outcomes are built into each project. Pupils are assessed half termly in these key skills – which are valued equally (to mirror KS4). Key words and visual literacy are introduced throughout each SOL so that by the end of KS3 students have the analytical skills to write about their own and others artwork at KS4.
	<b>KS4 Subject Narrative</b>	KS3 topics and knowledge provide a bedrock for KS4 to build upon. Through stimulating and engaging themes including <b>1. Food, 2. Identity, 3. Externally Set Task</b> , we have sequenced our curriculum to allow skill progression with a range of mediums whilst at the same time for pupils to demonstrate development of their own ideas through experimentation with media and to be inspired by artists, designers and cultures.
	<b>Routine Assessment Strategies</b>	Personal verbal feedback is given throughout art lessons for continuous reflection and progression. Pupils complete SAR (Strength Action Response) formative assessments at relevant points in each project, which could be drawing, experimenting with media, developing ideas, designing, or making. Pupils use their teacher feedback to develop and improve their work. We also use knowledge retrieval starters and low stakes quizzing in lessons to assess pupils understanding of the theory involved in the projects.

	<b>WHY THIS, WHY NOW?</b>	<b>Autumn Term – Formal Elements &amp; Tonal Robots</b>	<b>Spring Term – Cultural Clay Pot</b>	<b>Summer Term- Sweets</b>
Year 7 Art	<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li>What are the formal elements of art?</li> <li>What is tone?</li> <li>How can you use tone to create form?</li> </ul>	<ul style="list-style-type: none"> <li>What is pattern?</li> <li>How are patterns created in other cultures artwork?</li> <li>How do you use clay techniques?</li> </ul>	<ul style="list-style-type: none"> <li>What is line?</li> <li>How can you use line to create illustrations?</li> <li>How do you use printmaking techniques?</li> </ul>
	<b>Key Subject Knowledge</b>	<ul style="list-style-type: none"> <li>Know the formal elements – line, shape, space, tone, form, pattern, texture, colour, composition.</li> <li>Know how to use tone in your drawing to create form (make a drawing look 3D).</li> </ul>	<ul style="list-style-type: none"> <li>Understanding other cultures.</li> <li>How to use a range of media and techniques: drawing – grid method; painting – stippling; and clay techniques – slab, pinch, slip.</li> </ul>	<ul style="list-style-type: none"> <li>How to use various drawing (continuous line, cross hatching, pen and wash), watercolour painting (wet on wet, blending, wash) and printmaking (lino/poly printing) techniques to record observations.</li> <li>How to analyse artists and designers.</li> </ul>
	<b>Subject Competencies</b>	<ul style="list-style-type: none"> <li>Using the formal elements.</li> <li>Designing and creating ideas.</li> <li>Tonal drawing skills.</li> <li>Drawing 3D shapes/volumes.</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse cultures.</li> <li>Use a range of skills, techniques and media to record observations.</li> <li>Develop ideas using cultural research to inspire own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with a range of drawing techniques.</li> <li>Drawing from observation.</li> <li>Analyse artists and designers.</li> <li>Develop and create ideas.</li> </ul>
	<b>Summative Assessment (high stakes assessments which test cumulative knowledge)</b>		<ul style="list-style-type: none"> <li>Mid-year test covering Y7 content to date – the test covers theory knowledge of the formal elements and practical drawing skills.</li> </ul>	<ul style="list-style-type: none"> <li>End of year test covering Y7 content to date and pupils' skills in using the formal elements in a drawing task.</li> </ul>
	<b>How does this pave the way for future study?</b>	<ul style="list-style-type: none"> <li>Recording observations is a key requirement at KS4. Students need to know what the formal elements are to be able to use them.</li> <li>The ability to use tone effectively in their observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Develops proficiency in using a range of media.</li> <li>Using other artists/cultures work to inspire your own is a key requirement at KS4.</li> </ul>	<ul style="list-style-type: none"> <li>Develops proficiency in using a range of media.</li> <li>Experimenting with media and analysing artists work are key requirements at KS4.</li> </ul>

