

Department Information:

The Art, Design and Technology Department aims to provide a stimulating and dynamic learning experience for all students. The Department's highly successful teaching and learning approaches and curricula enable students to develop passion and expertise in a wide range of art and media.

We offer a wide exploration of techniques in year 7, both technical and tactile. Students will start off each project with a baseline observation which will then develop to explore artists through artist research and eventually move on to learning to work with a new medium. Students will explore the formal elements and create a mixed media insect outcome, create a sculpture using papier mâché and eventually go on to create their own city using mono-printing techniques.

ACHIEVE in the curriculum:

Students will continuously refine their technical drawing skill through a range of base line and drawing workshops systemically planted throughout the year.

Their medium exploration will encourage a collaborative environment due to the set-up of the classroom and resources. They will endure learning and responding to a new skill with a fresh medium.

Curriculum Aims & Intent:

Students should be able to use 2 different drawing techniques by the end of the year to help develop their understanding of proportion.

Students should become familiar with the KS3 artist analysis process and presentation.

Formal elements should be embedded in all projects after the completion of the first project.

Students should become familiar and be able to independently use 3 different mediums at least.

Resources:

www.tate.org.uk

<https://www.nationalgallery.org.uk/>

<https://www.saatchiart.com/>

<https://theartling.com/en/>

<https://www.npq.org.uk/>

<https://www.barbican.org.uk/whats-on/art-design>

<https://www.studentartguide.com/resources/best-art-teacher-blogs>

How we keep parents informed:

Year 7 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in May.

How parents can help their child:

Get them drawing! We encourage parents to sit down with their children for an hour or two every weekend and draw! as well as it being a great activity that the whole family can join in, it helps students practice, refine and consolidate their skills being taught in school. Choose different subject matters so there is always challenge; landscape, portrait, still-life or even abstract/imaginative observations.

Challenge: Ask your child about the conceptual depth of their work. What did they draw? Why did they draw it? What does it mean? Does the subject matter they chose hold a deeper meaning?

What we study and when: Project One – Formal Elements Insect					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Introduction to Art & Design	Lesson 1: Intro lesson Rules & classroom etiquette, do it now.			
1	Baseline observational assessment	Lesson 1 & 2: A5 Base line To complete a base line observation of still life (sharpener).	Complete the observational drawing for home learning.	Mark sheet to be attached to work. Tick/circle, next steps, grade.	
1	Understanding Line	Lesson 3: Line To explore line through mark making, take a line for a walk on the page Complete for home learning.	Develop for home learning.		Vincent Van-gogh Bridget Riley
1	Exploring Tone	Lesson 4 - 5: Exploring Tone Single page complete four tonal bars. Pencil, Colour pencil, Fine liner and collage. Challenge: Complete a tonal sphere.	Complete the challenge task (tonal sphere).		
1	Exploring the Colour Theory	Lesson 5 - 6: Colour Colour theory lesson. Complete a colour wheel using primary colours and blending bars. Watercolour.	Complete a collage colour wheel.		Kandinsky
2	Understanding Shape & Form	Lesson 7- 8: Shape & form Complete a tonal sphere, challenge is to complete an apple in colour. To complete an outline (step-by-step) of an insect.		Self- assessment of outline. WWW/EBI - side margin.	Kandinsky Henri Matisse Michael Craig Martin
2	Developing Insect Outcome	Lesson 9 - 14: Split the above observation in to four and experiment with media. This lesson students will explore tone using graphite. In the order - Tone, Fineliner, Colour pencil & collage.		Mark sheet to be attached to work. Tick/circle, next steps, grade.	
2	Refine	Lesson 15: Refine Complete and refine all outstanding work and complete insect outcome.			
2	Literacy test	Exploring keywords, process and terminology on google forms.		Marks to be accumulated by google forms	

What we study and when: Project Two Papier Mache Fish					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
3	Baseline observational assessment	Lesson 1-3: Baseline Observation of fish Students are to complete a second-hand observation of a fish exploring tone.	Complete the observational drawing for home learning.	Mark sheet to be attached to work. Tick/circle, next steps, grade.	
3	Papier Mache - research page	Lesson 4: Papier Mache research page Exploring presentation & relevant information. Laptop lesson. New suggestion - Option of 3-4 different objectives for the page, explore papier mâché, research an artist, discover a culture that has used papier mâché.	Complete page for next lesson.	Self- assessment of outline. WWW/EBI - side margin.	Sarah Cox
3/4	Developing your outcome	Lesson 5 - 7: Developing your outcome On a piece of cardboard, draw an outline of your fish and build up the depth with newspaper and secure with papier Mache.			Sarah Cox
4	Building texture and tone through paint	Lesson 8 - 10: Paint Paint the outcome using acrylic paints.	Set an independent task for home learning.		
4	Evaluation	Lesson 11: Evaluation Complete an evaluation of your outcome & present with an image of the finished piece.		Mark sheet to be attached to work. Tick/circle, final grade.	
4	Refine	Lesson 15: Refine Complete and refine all outstanding work and present outcome images.			
4	Literacy test	Exploring keywords, process and terminology on google forms.		Marks to be accumulated by google forms	

What we study and when: Project Three Mono-printing Cities					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links

5	Baseline observational assessment	Lesson 1-2: Baseline Line/tonal drawing of building by Sir Christopher Wren.	Complete the observational drawing for home learning.	Mark sheet to be attached to work. Tick/circle, next steps, grade.	
5	Artist Analysis	Lesson 3: Artist analysis Explore the work of Stanley Donwood on laptops.		Students to complete peer assessment on work Teachers to SPAG work	Stanley Donwood
5	Mood Boards	Lesson 4 - 5: Mood board exploring building. This page should contain and drawings. Students are to use laptops.	Complete and present for home learning.		
5/6	Working towards a response	Lesson 6 –7: Complete a response inspired by their mood board in fine liner.		Self-assessment in side margin WWW/EBI.	Stanley Donwood
6	Mono-printing	Lesson 8 - 10: Complete a mono-printing response inspired by your outcome.		Mark sheet to be attached to work. Tick/circle, next steps, grade.	
6	Refine	Lesson 11: Refine all outstanding work.			
6	Literacy test	Exploring keywords, process and terminology on google forms.		Marks to be accumulated by google forms	