





## Curriculum Overview for Art and Design Year 7

<p><b>Spring: Under the sea / Fantasy Creatures</b></p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The Formal Elements: Colour, Form, Line, Shape, Space, Texture, Tone.</li> <li>- That the formal elements of are the building blocks for all artwork, and are used to create evocative and characterful imagery.</li> <li>- Three-dimensional work poses a different range of challenges to two-dimensional work. It is a physical activity and the artist must consider the artwork from a range of angles.</li> <li>- Many factors will impact an artist's choice of materials for a sculpture such as weight, strength, and cost. Each material will require a specific working method to ensure a quality final-outcome.</li> </ul> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>- That we can experiment with and exploit art materials, be inventive with how we use them, taking creative risks and enjoy accidents as well as planned successes.</li> <li>- We can use the shape of the page, and the way we arrange visual elements, to create aesthetically pleasing compositions.</li> <li>- Exploring changes to styles of art over time in relation to contextual influences.</li> <li>- Analysing, evaluating, and expressing opinions about their own and other's work using key vocabulary.</li> <li>- Responding to visual imagery creatively, making informed decisions about their own work.</li> <li>- Exploring how techniques differ across a range of different art mediums- two-dimensional and three-dimensional.</li> </ul>		<p>Reading Art History passages to inform written responses about artworks/techniques, demonstrating comprehension and summarisation.</p> <p>Subject specific vocabulary with etymology</p> <p>Analysis of artists' work, verbalising and expressing an opinion in written format</p>
		<p><b>Line, tone, shape, form, texture, colour &amp; space</b></p> <p>Abstract, blending, camouflage, colour, complementary, composition, cross-hatching, cool, cut, dry-brush, evaluate, fantasy, fold, form, free-standing, gradient, hatching, harmonious, imaginative, highlight, layer, mask, mark-making, media/medium, peel, pressure, primary, relief, resist, rip, score, sculpture, secondary, shade, slot, stippling, surface texture, symmetry, tertiary, three-dimensional, tint, underpainting, wash, warm, watercolour, wet-on-wet</p>
		<p>Recall tasks</p> <p>Live marking at regular intervals throughout the project</p> <p>Frequent peer and self-assessment</p> <p>Continual verbal feedback</p> <p>End of unit assessment</p>
		<p>Art Homework booklet with specific homework tasks to be completed in chronological order as the unit progresses.</p>

