



Subject: Art

Lead Teacher: Miss J Walker

Year: 7

Curriculum organisation

Students are taught in mixed groups of **23** for **one** hour per week. They are not grouped by ability.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	The Formal Elements. Students will learn the formal elements and how these are used by artists and designers. Students will understand colour theory and apply their knowledge and skills to create their own observations using a range of media.	<ul style="list-style-type: none"> • What is art and design and why is it important? • What are the formal elements? • How do artists use formal elements to create their work? • How can we create colours from primary and secondary hues? 	<ul style="list-style-type: none"> • Formal elements • Mark making, line and tone. • Primary, secondary and tertiary colour mixing. Harmonious and complementary colours. • Use of the colour wheel. • Dry media: Graphite pencil, biro, colouring pencil and watercolour/pencil. • Collage. • Artist focus- Nikki De Saint Phalle, Gustav Klimt, Antoni Gaudi and Bridget Riley. 	<ul style="list-style-type: none"> • Understanding the formal elements. • Colour theory. • Recording from observation and evaluation. • Drawing techniques. • Collage. 	<ul style="list-style-type: none"> • Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Research tasks • Individual focus Practical Tasks and activities (building blocks) • Investigation and Research activities. • Demonstration activities • Verbal feedback is recorded by students in a log- students then act upon their feedback to improve their work.
Spring Term	Pop Art. Students will be introduced to Pop Art and build upon their colour skills and understanding of the formal elements. Students will develop their drawing techniques and will work in a range of media, including clay.	<ul style="list-style-type: none"> • What is Pop Art? • What formal elements are used in Pop Art? • Why is colour important when creating Pop Art? • What is the correct process when working with clay? 	<ul style="list-style-type: none"> • Artist research • Acrylic paints. • Pop Art clay sculpture • Glazing • Artist focus- Andy Warhol and Wayne Thiebaud. 	<ul style="list-style-type: none"> • Drawing techniques. • Developing colour theory and painting skills. • Understanding the principles of clay to create 3D pieces of art. 	
Summer Term	Pattern. Students will understand how pattern is used within art and design and how pattern is created using a variety of techniques and materials.	<ul style="list-style-type: none"> • How do artists use pattern in their work? • What techniques are used to create patterns? • How can mono and collagraph printing be used to create repeated patterns? 	<ul style="list-style-type: none"> • Drawing from photomontage • Pencil, tonal colouring pencil/abstract colours. • Monoprinting • Collograph printing • Watercolour • Paper cutting, application of dry media. • Artist focus- Gustav Klimt. 	<ul style="list-style-type: none"> • Monoprinting. • Collograph printing. • Observational drawing. • Collage. 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • A range of graded pencils • Coloured pencils 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self assessment • Key homework tasks will be graded using the NGHS Marking & Feedback Policy (often research or project based) • Retrieval practice activities • Final outcomes assessment with targets for development.

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • In-class extension tasks that are appropriate to activity and thought provoking for early finishers that progress more quickly than peers. • Coaching opportunities during lesson. These often lead to ambassadors for the subject in later years. • Art Club run by older students and teachers. • Externally set competitions and projects. • Competitions set by school staff members. 	<ul style="list-style-type: none"> • Support with practical homework activities and organisation. • Visiting galleries

Inclusion	Inclusion within Year 7
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Students with Autism may require to work on small sections of pieces, to avoid being overwhelmed with a whole piece of art- this is supported and facilitated by teaching staff. • Students are supported practically by the teacher or a TA if a student requires this. E.g. – with printmaking or ceramics. • Equipment is adapted wherever necessary to accommodate the needs of students with SEND. • Where necessary students are given frequent one to one tutorials and demonstrations to revisit previous techniques and processes taught to support their understanding.

If you have any questions about this Learning Overview, please contact the named Teacher above.