

Long Term Plan Art



Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<u>Abstract Landscapes:</u>		<u>Bug/Butterflies:</u>		<u>Cultural design:</u>	
Skills, Knowledge and Learning	<p>Progressing from Year 6 where students began exploring 3 key landscape artists, students will then build on developing their mark making skills exploring a range of materials and methods applying more technical ability to brush work and explore new artists who specialise in Landscapes. Students will build on their colour theory knowledge from year 6 and revise how to make secondary colours, complimentary colours, warm and cool colours and tertiary colours. Students will create their own works of art taking reference and inspiration from artists Van Gogh and David Hockney, developing analytical skills using key terminology and comparing/contrasting artists. Student will experiment with new techniques such as Stippling, Cross hatching, Mono printing and will become more familiar with materials such as using oil pastels, ink, acrylic paints and clay. Students will progress to learn about the 7 formal elements and show understanding through implementing some elements within their work and evaluating their work. Moving into the next unit, students will use their colour theory knowledge to mix their own colours and continue to build on skills using materials such as pastels, clay and ink to further strengthen their understanding of the mediums and refine their application of it.</p>		<p>Following on from Autumn term, students will explore Bugs and Insects through a variety of mediums and techniques, some they are now familiar with and some they are not for example; oil pastels and mark making but new to making rubbings and collages. Students will develop their observational skills through sketches, practicing techniques on using scale and adding details such as texture using monotonies. Students will learn the meaning of 3D and several different ways to make art 3D through experimenting using a variety of mixed media. Students will create their own artwork demonstrating understanding of artists Clare Young and collages. Students will learn key terminology such as Symmetry and texture, building on their knowledge of the 7 elements to create artwork implement several elements in one piece. Students will develop sculptural techniques and learn how to correctly sculpt clay using tools and techniques to create their planned outcomes. Students will use their sketchbook studies to record their experiences and reflect on their work. Students will use their research skills and observational skills in their next unit as they learn about tran</p>		<p>In this unit, pupils explore new techniques and traditional art forms, which have their roots in African and Aboriginal culture. Student will continue to use their key understanding of the 7 elements of art and their knowledge of colour theory to apply into accurate art works inspired by the research and sourcing of 3 main cultures: African, Aboriginal and Mexican. Students will develop skills in investigation through selecting appropriate and accurate sources of research to help aid them in planning and designing piece of work which best represent elements of the 3 cultures. Within each Culture student will explore traditions and learn how art can tell stories, show history and/or reflect legends. Students will experience Batiking a textile method in dying fabric to make African Aztec inspired patterns and prints, to creating storying using symbols and other methods of communications using dots. Student will then explore Day of the dead creating 3D skulls, consolidating knowledge of drawing skills, using colours to reflect feelings and emotions linking to warm and cool colour theory and the general aesthetic of complimentary colours to strengthen the visual impact and applications of their work.</p> <p>By then end of year 7 students will have developed proficiency in drawing, painting, mixed media and textiles techniques. Moving into year 8 Students will apply their creativity to continue to design their own works of art from taking inspiration from their sketchbook studies and their investigations into the history of art and craft, including periods, styles and major movements from ancient times up to the present</p>	

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			day, have select knowledge about some great artists, craft makers and designers.
NC/Qualification Objectives	<ul style="list-style-type: none"> • Use a colour wash P11#3 • Use imagination to create an abstract piece of work P11#5 • Know that primary colours make secondary colours P11#19 • Can identify differences between their own and others work P11#12 • Carry on a simple line drawing P11#6 • Identify different types of line P12#5 • Produce different types of line P12#6 • Use monochrome P12#7 • Use different drawing medium to produce different line. P12#8 • Use more than one technique within a piece of work. P12#9 	<ul style="list-style-type: none"> • Experiment with a view finder P12#1 • Name materials and methods used in their work P12#14 • Can identify differences between their own and others work P11#12 • Making a stamp to create a simple motif pattern. P11#8 • Identify processes that have worked P11#16 • Use more than one technique within a piece of work. P12#9 • Finish work. P12#10 • Make rubbings of a variety of manmade and natural textures. P12#2 • Discuss patterns in the environment. P10#3 	<ul style="list-style-type: none"> • Simply identify the value of a colour (lighter/darker) P12#17 • Make rubbings of a variety of manmade and natural textures P12#2 • Explore the colour tones P12#4 • Identify similarities in the work of artists P12#11 • Identify what is happening in a picture. P12#19 • Identify what they have achieved from their original aims. • Adapt and improve their own work. P12#13 • Identify differences in the work of artists. P12#12 • Use different drawing medium to produce different line. P12#8 • Use more than one technique within a piece of work. P12#9
Enrichment/ Experiences	Nature reserve - To view how landscapes are formed from layering and perspective e.g. looking at the houses in the distance being smaller than objects up close and how details in the distance become pale and blurred as supposed to the forefront.	The Living Rainforest (Butterfly house) to experience real life butterflies to observe how they move, their colours and patterns up close and to experience their habitat.	Museum & Art Gallery- To see artefacts preserved from different tribes displayed
Cross Curriculum Links			
Curriculum End Point / Goal	By the end of this unit students should be familiar with the elements of art (form, shape, line, value, space and texture). Students will have developed more complex knowledge of colour theory	By the end of this unit students will be familiar with artist Claire Young. They will have explored motifs as a decorative technique and should be able to create links between this and Bridges style. They will have	By the end of this unit student will have an increased knowledge and understanding of several cultures including; African, Aboriginal and Mexican art. They will have explored traditional methods of creating crafts

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(Secondary, warm, cool, tertiary, complimentary) and will be confident when identifying primary and secondary colours and their place on the colour wheel. Students will be able to create pattern using different materials such as stick and ink and have basic knowledge on how to appropriately use Acrylic, oil pastel and printing ink accurately. They will be familiar with the style and artworks of Vincent Van Gogh and David Hockney through analysing several artworks and should have some confidence to express their views and evaluate their own and peers art work.

investigated material manipulation techniques as they construct three dimensional structures inspired by features of insects building on knowledge from the previous term using oil pastels and mark making. Students should have increased their confidence and proficiency in drawing such as scale and accuracy and will be able to evaluate their art, identifying success, differences materials used and understanding what they need to do next to realise their intentions.

building on their painting skills by practicing traditional painting methods and textile methods. Students will have experience Batik a traditional pattern making method on fabric often used for creating bright colourful garment within the tribes. Student will have also created their own 'Dream Time' story using dot art and traditional Indigenous symbols to create a story. Students will learn how artefacts can contain stories and not just be an art form through the creating of their own boomerang design. Lastly, students will have learnt about the Day of the Dead traditions and Mexican Folk art through the creation of their own Day of the Dead skull and how light can affect how artwork adapts through the use of UV paints and UV light.