

Art department - Year 7 scheme of work

KS3 Art national curriculum: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239062/SECONDARY_national_curriculum_-_Art_and_design.pdf				
Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1	Pattern and print – William Morris polyprinting	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • Analysing and responding to the work of William Morris. • Developing knowledge of different print types including monoprinting and polyprinting. • Creating detailed monoprints of William Morris artwork. • Creating William Morris natural forms inspired designs for polyblock. • Using knowledge of colour theory to create colour plans with reasoning. • Learning to independently use, set up and clean down block printing materials and tools. • Creating multi layered symmetrical rotational prints. <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • Pupils can create single colour monoprints. • Pupils can create large repeating polyprint pattern. • Pupils are developing cleaning skills / teamwork in cleaning up working spaces. • Pupils can recall knowledge about & analysis of William Morris. • Pupils can make informed choices about colour use. <p>Step by step:</p> <ol style="list-style-type: none"> 1. Analyse the work of William Morris. 2. Understand what monoprinting is and the set up and clean up process. 3. Create at least 2 detailed monoprints with one being based on William Morris. 	<ul style="list-style-type: none"> -Analysis -Monoprint -Polyprint -Block printing -Symmetry -Rotational 	Aut2 - Pattern and print

		<ol style="list-style-type: none"> 4. Create a plan for a polyblock using fruit, vegetables and elements from William Morris. 5. To create a full colour study of the 4 part repeated plan 6. To transfer a copy of the plan onto polyblock. 7. Print a single copy and repeating copy of polyblock. 8. To follow the colour plan to create a multi colour multi player repeating William Morris inspired print. 		
Autumn 2	Manga & cartoon illustration	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • Analysing and describing similarities and differences between different styles of illustration including manga. • Understanding the method of drawing faces and bodies using proportions. • To develop use of stick figures to develop movement and body shape. • To develop understanding of facial expressions using manga style facial features. • To analyse the layout of manga magazine covers and posters. <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • To be able to analyse a range of images and posters. • To be able to draw a range of facial features to be able to portray emotion. • To use a range of colour, font and layout knowledge to create a manga magazine cover. <p>Step by step:</p> <ol style="list-style-type: none"> 1. Develop understanding of the history of manga, compare and contrast styles. 2. Draw a range of facial features showing a range of emotions. 3. Draw proportions lines onto faces and add features. 4. Use stick figures to create accurate proportion. 5. Use stick figures to create a range of body movements and characters. 6. Analyse manga / cartoon magazine covers 7. Create A3 colour manga cover with own designed characters. 	<ul style="list-style-type: none"> -Analysing -Manga -Illustration -Proportion -Facial features -Expression -Stick figures 	Manga and illustration

Assessment 1

This assessment will cover content from Autumn 1 and analysis, facial expressions and stick figure proportion.

Spring 1	Drawing from life	<p>Key knowledge taught:</p> <ul style="list-style-type: none">• Experiencing different methods of drawing from life including experimental drawing, grid drawing, blocking shapes.• Be able to identify and appropriately use a range of drawing pencils understanding the H-B scale.• Understanding and applying tone to create 3D forms.• To draw a range of 3D shapes and prisms using tone.• <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none">• To create a range of drawings based on 2D and 3D images.• To be able to use hatching, cross hatching and shading to create tone.• To be able to use tints and hues to create 3D forms. <p>Step by step:</p> <ol style="list-style-type: none">1. Create a range of experimental drawings based on still life objects.2. Understand grid drawing using simple images.3. Further develop grid drawing using scanned still life images.4. Draw one image from a photograph, using modelled shape blocking in 3 colours.5. Draw 2 images from photographs independently using shape blocking in 3 colours.6. Develop shape blocking to be add tone and create 3D forms.7. Draw 3D prisms adding tone using hatching, cross hatching and shading.8. Create a drawing using methods of choice including tone.	<ul style="list-style-type: none">-Drawing from life-Experimental drawing-Grid drawing-Blocking shapes-3D forms-Prisms-Cross hatching-Hatching-Shading-Tone-Tint-Hue	Aut1 - Drawing and blocking shape
Spring 2	Art movements	<p>Key knowledge taught:</p> <ul style="list-style-type: none">• To develop an understanding of how art movements are related to one another.	<ul style="list-style-type: none">-Art movements-Dada	Art movements

		<ul style="list-style-type: none"> • Develop an understanding of Dada, Post-Impressionism, Abstract expressionism, pop art and Cubism amongst other movements. • To develop an understanding of how the application of media can create work in the style of movements and how artists will have done this. <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • Analysis of a range of art movements. • Create a range of artworks inspired by different art movements in a range of materials. • To use impasto to create post-impressionist style painting. • To use collage to create a cubist portrait. • To respond to music to create an image inspired by Kandinsky & abstract expressionism. <p>Step by step:</p> <ol style="list-style-type: none"> 1. Understand and analyse key elements of Post Impressionism. 2. Create a post-impressionist inspired artwork using impasto. 3. Understand and analyse key elements of Dada. 4. Create a Dada inspired artwork using collage. 5. Understand and analyse key elements of Pop Art. 6. Understand and analyse key elements of Abstract Expressionism. 7. Create an Abstract expressionist, Kandinsky inspired artwork using music and mixed media. 8. Understand and analyse key elements of Cubism. 9. Create a Cubist inspired portrait using paint. 	<ul style="list-style-type: none"> -Post Impressionism -Abstract expressionism -Cubism -Impasto -Collage 	
Assessment 2 - Ordering pencils on a scale, creating tone in different ways with pencils, grid drawing, blocking shapes, 2 art movements.				
Summer 1	Tie dye & silk painting	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • What Shibori is and its history. • How to create a range of shibori and tie dye patterns. • What silk painting is and its history. 	<ul style="list-style-type: none"> -Shibori -Tie dye -Silk painting -Gutta 	Spr2 - making and dying fabric

		<ul style="list-style-type: none"> • Analysis of a silk painting artist. • Using gutta and silk paint with a range of techniques. <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • Understanding of silk painting methods • Experiencing fabric painting and silk painting • Experiencing range of shibori techniques • Tie dye shibori t-shirt • Sea themed silk painting <p>Step by step:</p> <ol style="list-style-type: none"> 1. Written and visual analysis of shibori 2. Tying a range of shibori patterns on cotton 3. Create a plan for a Shibori t-shirt labelling ideas 4. Tie shirt using shibori techniques and following plan 5. Dye shirt 6. Untie shirts and redye parts if needed 7. Design logo and create fabric paint sharpie samples 8. Add logos or slogans to shirts 9. Analyse the work of Jean Baptiste. 10. Create test sample of silk paint 11. Create underwater themed silk painting. 	- Jean Baptiste	
Summer 2	Op art and optical illusions	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • Understanding the Op Art Movement • Understanding different styles of Op Art (Bridget Riley & Escher) • Creating optical illusions <p>Key skills developed and outcomes:</p> <ul style="list-style-type: none"> • Creating and comparing optical illusions using different media • Use shading to complete impossible shapes • Use paint to create tricks of the eye. <p>Step by step:</p> <ol style="list-style-type: none"> 1. Research and analyse the op art movement 2. Analyse and compare the work of Bridget Riley and Escher 	-Op Art -Optical illusion -Tone	Op Art.pptx

		<ol style="list-style-type: none">3. Use pencil tone to create impossible shapes4. Use colour pencil do create indented / 3D cubes5. Use paint to create Bridget Riley style tricks of the eye.		
Assessment 3 - Overview of the year – 25% content from autumn term, 25% content from Spring term, 50% content from summer term.				