

## Year 7 Topics

**In year 7** we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<p><b>The formal elements</b></p> <p><b>Mark making , point line texture</b></p>	<p>Teach the mastery of Drawing, increasing the range of drawing skills and approaches.</p> <p>Teach drawing control with pencil , biro, felt tip pens</p> <p>Teach about drawing the structure of branching and radiating forms.</p> <p><b>Theme</b> Leaves and flowers</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques</p> <p>Drawing mastery through a range of techniques and approaches</p> <p>Learning about the quality of line</p> <p>Primary and secondary observation skills.</p>	<p>Drafting, sketching</p> <p>Observation.</p> <p>Co-ordination, Dexterity, control.</p> <p>Point, line, thick, thin, heavy , feint, curvilinear, angular, directional, contour line</p> <p>Memory drawing, blind drawing, double brain drawing, upside down drawing, offset drawing, contour line.</p> <p>Branching, radiating</p>	<p>Spatial motor skills</p> <p>Research skills</p> <p>Reflection skills</p> <p>Analysis skills</p> <p>Independence skills</p> <p>Communication skills</p> <p>Evaluation skills</p> <p>Oracy skills</p> <p>Work experience</p> <p>Study visits</p> <p>Careers</p>
	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach control over dry materials and equipment – pencil , biro, charcoal/chalk, paper , rulers, felt tip pens</p> <p><b>Theme</b> Shells.</p>	<p>Control over the application of dry materials and equipment – pencil, biro, charcoal/chalk, paper, rulers, felt tip pens.</p> <p>Exercises, techniques and materials associated with each formal element.</p> <p>Point – control through size, weight, ratios and placement.</p> <p>line – control through size, direction, weight, ratios and placement.</p>	<p>Techniques, Co-ordination, Dexterity</p> <p>Point , line , Measurement , Point, line, thick, thin, heavy , feint, curvilinear, angular, directional, contour line , line sensitivity.</p> <p>texture, density, mark making, rendering, scumbling, stippling, scraffito, implied, real, Grouping , Gestalt.</p>	<ul style="list-style-type: none"> <li>• <b>Evaluation-</b> Evaluating the potential of materials through testing.</li> <li>• <b>Analysis-</b> Critical analysis of the work of other designers and artists as well as students' own work.</li> </ul>

		Point and line combined to create <b>texture</b> – through mark making with line and point.		<ul style="list-style-type: none"> <li>• <b>Creativity</b>- development of a personal response to sources of inspiration</li> </ul> <p>Creativity expressed through presentation of ideas</p>
<b>The formal elements</b>  <b>Positive/negative shape and space</b>	<p>Teach the mastery of Drawing, increasing the range of drawing skills and approaches.</p> <p>Teach drawing exercises, techniques and processes to control shape and develop pattern.</p> <p>Teach control of transfer methods to develop design work -carbon paper</p> <p>Teach about drawing the structure of containing forms and sectional interiors.</p> <p><b>Theme</b> Fruit and vegetables</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques.</p> <p>Drawing mastery through a range of techniques and approaches.</p> <p>Distinguish between Asymmetrical and symmetrical pattern.</p> <p>Learning about rotation and mirror patterns. Learning about various block pattern arrangements.</p> <p>Primary and secondary observation skills.</p>	<p>Experimenting , Exploring , Media,</p> <p>transfer, carbon paper</p> <p>Pattern , Shape, rotation, mirroring, blocking, symmetry, asymmetry, blocks, arrangement, tessellation</p> <p>segment, section, slice, interior, exterior, surface,</p>	<ul style="list-style-type: none"> <li>• Creating design ideas based on the work of other artists and designers, experimenting with a range of materials and media.</li> </ul> <p><b>Literacy</b>- Annotation of research and design work using subject specific vocabulary accurately.</p> <ul style="list-style-type: none"> <li>• <b>Numeracy</b>- Working out scales, ratios, proportions, measurements</li> <li>• <i>Using golden mean and geometry to guide layouts and compositions</i></li> </ul>
	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach control over materials and equipment –Paper, Scissors, Frames</p>	<p>Control over the application of dry materials and equipment – Paper, Scissors,</p> <p>Exercises, techniques and materials associated with each formal element.</p>	<p>Paper, scissors,</p> <p>Shape, dimensions, arrangement, balance, unity, Positive, Negative.</p>	<ul style="list-style-type: none"> <li>• <b>Independence</b>- expressed through creative choices And personal research , thematic selection and development</li> <li>• <b>Problem solving skills</b>- technical problem solving creative problem solving</li> </ul>

	<p>Teach about drawing the structure of organic forms.</p> <p><b>Theme</b> Organic free forms.</p>	<p>Learning about Shape and space</p>	<p>Notan</p>	<ul style="list-style-type: none"> <li>• <b>Oracy</b> – open question discussions – ‘what is Art’ group talk – about an art work</li> </ul> <p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• Technical control and mastery of a range of materials.</li> <li>• Mark making.</li> <li>• Observational drawing</li> <li>• Artist appreciation.</li> <li>• aesthetic awareness</li> <li>• aesthetic judgement</li> </ul>
<p><b>The formal elements</b></p> <p><b>Basic tone</b></p> <p><b>Value and form</b></p>	<p>Teach drawing mastery of drawing increasing the range of drawing skills and approaches.</p> <p>Teach drawing exercises, techniques and processes to control of tone and form</p> <p>Teach about drawing the structure of overlapping layers.</p> <p><b>Theme</b> Fish/snake scales</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques.</p> <p>Drawing mastery through a range of techniques and approaches.</p> <p>Control of Tone through, posture, grip , circular blending, body awareness, draw from elbow</p> <p>Primary and secondary observation skills.</p>	<p>Experimenting , Exploring , Media,</p> <p>Tone, blending, scales, ratios, Shape , form, sculptural tone, value, key , contrast</p> <p>tonal scales tonal plane perspective</p> <p>Overlapping , layers</p>	
	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach control over materials and equipment –oil pastel and chalk pastel</p> <p>Teach about drawing curved surfaces.</p> <p><b>Theme</b> Spheres, Bubbles, droplets, stones</p>	<p>Control over the application of dry materials and equipment – monotone pastels and oil pastels on black paper</p> <p>Exercises, techniques and materials associated with each formal element.</p> <p>Control over basic shapes and forms</p>	<p>Oils pastel , chalk pastel,</p> <p>Graphical tone shapes Blended tone Highlights Mid tone Shadow</p>	

<p><b>The formal elements</b></p> <p><b>Colour</b></p>	<p>Teach drawing mastery of drawing increasing the range of drawing skills and approaches.</p> <p>Teach drawing exercises, techniques and processes to control of colour and form</p> <p>Teach control over materials and equipment - Watercolours and poster blocks , powder paint</p> <p>Teach about drawing motifs</p> <p><b>Theme</b> Nature motifs, inchieis</p>	<p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques.</p> <p>Drawing mastery through a range of techniques and approaches.</p> <p>Learning about basic colour theory primary/secondary/ tertiary Tints/shades</p> <p>Learning about No bleed/shape control Controlled bleed Blending</p>	<p>saturation, consistency, flow , brush, palette, load, pigment, binder, blending, wash,</p> <p>primary, secondary, tertiary, neutral, tints, shades, hue</p>	
	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach control over materials and equipment – colour pencil</p> <p>Teach about drawing using symmetry and shape</p> <p><b>Theme</b> Bugs and insects</p>	<p>Control over the application of dry materials and equipment – colour pencil</p> <p>Exercises, techniques and materials associated with each formal element.</p> <p>Learning about control of Tone through, posture, grip , circular blending, body awareness (draw from elbow )</p>	<p>Blending, hatching, cross hatching,</p> <p>Hue, tint, tone, shade, value, key, complementary , harmonious, neutral, tertiary, primary, Colour , Tonal control, Colour/tone equivalence</p>	

<p><b>The formal elements</b></p> <p><b>Perspective</b></p>	<p>To improve their mastery of Drawing, increasing the range of drawing skills and approaches.</p> <p>Teach about drawing using shape and perspective</p> <p><b>Theme</b> tubes ( tree trunks etc)</p>	<p>Learning about Fit to page And Scale control</p> <p>Learning about Balance of positive and negative shape</p> <p>Learning about Plane control basics and Basic focal point dynamics</p> <p>Learning about One point perspective</p>	<p>Perspective , planes , background, foreground , middle ground , orthographical lines, horizon, focal point, vanishing point Angles, diagonals, horizontal, vertical, recession, measurement,</p>	
	<p>Teach the mastery of art and design techniques across a range of materials</p> <p>Teach about drawing using vertical , horizontal and orthogonal planes</p> <p>Painting</p> <p><b>Theme</b> Landscape</p>	<p>Learning control over the application of materials and equipment – paint</p> <p>Exercises, techniques and materials associated with each formal element</p> <p>Learning about basic tonal scales drawing and tonal perspective-</p> <p>Learning about tonal plane perspective</p>	<p>Scale, ratio, proportion, balance, Focal point , emphasis ,orientation, directionality, planes, orthogonal, horizontal, linear, vertical,</p>	
<p><b>Presentation and recording</b></p>	<p>Learn how to use sketch books to record observations, review and revisit ideas</p>	<p><b>ALL TOPICS</b></p> <p>Learning to communicate their intentions and ideas to others in a written form</p> <p>Learning to clearly record ideas through a wide range of Annotation techniques and approaches.</p> <p>Learning how to methodically explain techniques and processes.</p>	<p>Intentions, clarity, explain, evaluate, analyse , label, express, annotate, compare, Annotation</p>	

		Learning about the aesthetics of visual presentation and how this reinforces and support the communication of intentions and design processes.	Sketchbook, layout, balance, communication, development , thumbnails	
<b>Art history and cultural connections</b>	Learn about great artists, architects and designers in history.	<p>Learning to appreciate a wide range of artists, cultures and designers.</p> <p>Learning how the formal elements are used in art practices to improve appreciation of visual aesthetics</p> <p>Learning about the qualities and aesthetics of materials</p> <p>Learn about how materials and techniques interact and influence what types of art are produced and how they are produced</p>	<p>Mark making – connections</p> <p>Positive/negative space – connections</p> <p>Tone and form – connections</p> <p>Colour theory – connections <i>Paul Klee</i> <i>Georgia O'Keefe</i></p> <p>Perspective – connections</p>	
<b>Subject matter and content of art</b>		Learn about thematic subject content to develop understanding and skills.	<p>Natural forms</p> <p>Organic</p> <p>Leaves and flowers</p> <p>Shells</p> <p>Fruit and vegetables</p> <p>Organic free forms</p> <p>fish scales</p> <p>Bubbles, droplets, stones</p> <p>Nature motifs</p>	
<b>CAREERS</b>	Broad introduction to the key areas	Skills common to all areas	<p>Fine Art</p> <p>Graphics</p> <p>3 dimensional Art</p> <p>Photography</p> <p>Architecture</p> <p>Games design</p> <p>Performing arts and Television</p>	