Art Curriculum Plan for Years 7 and 8

Students study all 6 topics across the two years on a rotation, this is due to materials and facilities. The rotation allows all students to experience each of the 6 topics using our specialist rooms and equipment.

	Colour	Tone	Ceramics	Graphics	3 Dimensional	Print	
Year 7 -8 Content	Students will learn colour theory and how pigments are mixed together to create tints and shades of colours using the traditional colour wheel method Students will learn how to use light and shadow on the tonal spectrum when drawing		Students will learn how to design and make their own sculpture out of clay	Students learn how to work in a more illustrative and stylised way of working	Students learn how to create 3 Dimensional sculptures using materials other than clay. They will design and plan their sculpture	Students will learn how to design and make a printing plate, to create multiple prints in a variety of colours	
Year 7-8 Skills & Knowledge	 Colour mixing (paint) Colour theory Primary, secondary & tertiary colours Harmonious and complementary colour pathways Colour wheel Key words and vocabulary 	 How to use light and darker shades Tonal spectrums Tonal contrast Creating depth when drawing Chalk/charcoal Mark making to create tone Shading methods Key words and vocabulary 	 Process of design Mould/sculpt clay Slip and score Slab/roll out clay Glazing Coil/slabbing method of clay construction Air pockets Joining methods Key words and vocabulary Development of work from 2D to 3D 	 Drawing from imagination Personification of objects to make characters Working to meet a brief Commercial pathways of Art & Design Illustrative drawing methods Key words and vocabulary 	 Precision of creating 3D nets of complex shapes Planning and designing Development of work from 2D to 3D Annotation of ideas Key words and vocabulary 	 Mono Printing Poly -plate Printing Ink consistency Pressure control Key words and vocabulary Print design Commercial uses of printing within Art and Design industry Use of text when printing 	
Year 7-8 Cultural capital, SMSC,	Analysis/reflection of work	Analysis/reflection of work	Analysis/reflection of work	Analysis/reflection of work	Analysis/reflection of work	Analysis/reflection of work	

Cross curricular	Religious studies: Cultural Impact (Mexican Day of the Dead possible theme) Colour and how it can be used to portray emotion and mood	 Debate: can graffiti be classed as art? (if using Roa - graffiti artist as the theme) Meditation (If using Zen-tangle as the theme) 	 Health and safety when using clay knives Rations when moulding clay Science: No trapped air in sculpture –when heated, air particles speed up causing clay to explode Insects/Under the Sea (possible theme) anatomy 	 Textiles (T-shirt design possible theme) Understanding of copyright 	Maths: 3D nets/measuring Animal Mask (possible theme) linking to Lion King theatre production/set design	 British heritage (Pop Art possible theme) Importance of a healthy diet (Food possible theme)
Possible Themes	Mexican Day of the DeadDavid HockneyHundertwasser	Roa (animals)Op Art (pattern)Zen-tangle (Pattern)	 Kate Malone (fruit) Insects Under the sea Shoes (Fashion Design) 	Jon Burgerman	Animal masksPeter Anton (food)	Pop Art (Food)Under the Sea
Differentiation	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling 	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling 	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling 	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling 	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling 	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling
	 Students wanting to push themselves further can partake in 	Students wanting to push themselves further can partake in	 struggling Students wanting to push themselves further can 	strugglingStudents wanting to push themselves further can	 struggling Students wanting to push themselves further can 	 struggling Students wanting to push themselves further can

i	independent artist		independent artist		partake in		partake in		partake in		partake in
ı	research		research		independent artist		independent artist		independent artist		independent artist
•	Key word spellings	•	Key word spellings		research		research		research		research
,	will be written on		will be written on	•	Key word spellings						
1	the board		the board		will be written on						
	Starters will recap	•	Starters will recap		the board		the board		the board		the board
	and embed key		and embed key	•	Starters will recap						
	word definitions		word definitions		and embed key						
	Staff will model	•	Staff will model		word definitions		word definitions		word definitions		word definitions
	techniques and		techniques and	•	Staff will model						
	skills (recaps		skills (recaps		techniques and		techniques and		techniques and		techniques and
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	students		students		available for		available for		available for		available for
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	support given and		support given and	•	Personalised	•	Personalised	•	Personalised	•	Personalised
	verbal feedback		verbal feedback		support given and verbal feedback		support given and verbal feedback		support given and verbal feedback		support given and verbal feedback
	given in lessons		given in lessons		given in lessons		given in lessons		given in lessons		given in lessons
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Art Curriculum for Plan Year 9

	Term 1	Term 2	Term 3			
Year 9 Content	Exam Project Students are able to personalise their projects when following the theme 'Exciting Objects'. This gives students a taster for GCSE as they plan and develop their own ideas within a project.	Portraiture Students will study how to draw faces. Teachers will approach this in a style of their choice looking into how different artists and cultures investigate human faces.	Cross – Curricular Project Teachers will select a topic linking to another subject dependent on the class. Current links are Landscapes (Geography) and Music in Art (Music). Students will learn how artists are inspired by a range of subject matters that link to other subjects taught at Edgbarrow.			
Year 9 Skills & Knowledge	 Plan own project Develop own ideas Independent learning Ownership of project Reflection of own artwork Reflection of artist's work Time management Research the work of other practitioners Contextualisation of project Students interested in taking Photography GCSE are encourage to take their own photos and reference their own photos within the project Key words and vocabulary Range of media (students are able to choose/personalise) 	 Facial Proportions Mapping of the face Angles of the face Depth (pencil shading) How artists abstract or distort facial features Ink manipulation (Marion Bolognesiion) Key words and vocabulary Colours linking to emotion/mood 	 Building on prior skills: drawing/ painting Observational drawing Expressive mark-making Abstract Art Cross-curricular links between art and other subjects Taking inspiration form areas outside of Art How to look for inspiration from a range of sources (not always visual sources e.g. auditory) Range of media (students are able to choose/personalise) Tonal range/colour range Key words and vocabulary 			
Year 9 Cultural Capital, SMSC, Cross Curricular Links	 Individual expression Self-expression Choice to develop own ideas Personalised project Expression of individuality Analysis of artist work 	 Everybody looks different Personal identity Expression of individuality Cultural links (African mask possible theme) Positive body image 	 Artists are inspired by a range of subject matters (outside of art – cross curricular links) Importance of subjects linking together Visual influences in a range of subjects 			

Art Curriculum Plan Year 9

	Evaluation of own work	 Sometimes the images we see of others online aren't realistic (photoshop/other editing tools) Choice to develop own ideas How colours can represent/influence emotions Analysis of artist work/other practitioners Choice to develop own ideas Personalised project
Possible Themes	 Exciting Objects: Gadgets/Technology Jewellery/Clothing/Fashion Books/Illustration Sports Food/Confectionary 	 Abstract portraiture Realistic portraiture African masks Landscapes (Geography) Music in Art Natural forms (Geography/Biology)
Differentiation	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling The Y9 Exam projects allows students to personalise their projects to choose topics of their choice Students wanting to push themselves further can partake in independent artist research Key word spellings will be written on the board Starters will recap and embed key word definitions Staff will model techniques and skills (recaps available for students struggling) Personalised support given and verbal feedback given in lessons 	 Easier artist examples can be given for students struggling More challenging artist examples can be given for students excelling Students wanting to push themselves further can partake in independent artist research Facial grids and mapping help sheets available for students Key word spellings will be written on the board Starters will recap and embed key word definitions Staff will model techniques and skills (recaps available for students struggling) Personalised support given and verbal feedback given in lessons