



KS3- Year 7 Long term Mapping. Expressive Arts - Art

Subject Intent/ Aims:

The focus of study in Year 7 will be based around the formal elements in art and design. The unit of works will provide learning of the formal elements in art that will develop through the artist we research and will underpin students learning for Year 8 and 9. The formal elements in art and design will provide the students with a fundamental experience of how to engage with and create artwork.

Students will learn subject specific language in relation to the formal elements and the overarching project. The formal elements studied will be line, tone, pattern, texture, shape, space, form, with particular emphasis on colour.

Students' knowledge and understanding will be revisited at the start of each lesson during the RRR questioning. **Retrieve, Revisit and Recall.** To ensure knowledge 'sticks.'

The initial aim is to provide an opportunity to assess students' previous learning and knowledge and will provide an opportunity in the first instance to combine previous learning and demonstrate their knowledge and understanding through practical activities around the formal element colour. Students will learn what primary, secondary, tertiary, complementary, harmonious, and contrasting colour's are and apply this knowledge practically. In addition, they will learn how to mix colour's correctly to produce a range of colour tones where they will be able to synthesise this learning through the artist link.

National curriculum aims are followed to support skill building during the year 7 course. Aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft, and design techniques
- evaluate and analyse creative works using the language of art, craft, and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



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<u>ADVENT- Key Concepts:</u>		<u>LENT- Key Concepts:</u>	<u>PENTECOST- Key Concepts:</u>
Colour Theory Hundertwasser the Artist/person Hundertwasser and 'Colour' Hundertwasser the Architect		Friedensreich Hundertwasser Painting Drawing and painting skills Materials, processes, and techniques when using clay.	Self Portraits Artists and their self portraits Marine Life Drawing and painting skills What makes a 'good' composition
<u>National Curriculum Coverage:</u>		<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>
To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. To learn about the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.		To use a range of techniques and media, including painting. To increase their proficiency in the handling of varied materials.	To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas.
<u>Components (Key Content):</u>	<u>HO Knowledge:</u>	<u>Components (Key Content/ Knowledge)</u>	<u>Components (Key Content/ Knowledge)</u>
<u>Advent 1</u>		<u>Lent 1</u>	<u>Pentecost 1</u>
The colour wheel. Colour theory - groups of colours.	Colour theory including groups of colour's, artist links, mood, meaning and visual effects.	Hundertwasser painting-The importance of painting within the visual arts, bringing in elements such as drawing.	The importance of drawing realistic portraits. To investigate portraits created by artists from around the world.



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<p>Know how to develop ideas through investigations of artists and other sources demonstrating analytical understanding.</p> <p>Introduction to the formal elements.</p> <p>A range of painting skills</p> <p>Subject specific vocabulary.</p> <p>To form connections to the formal element 'Colour'</p>	<p>A highly developed ability to effectively investigate artists and other sources demonstrating critical understanding.</p> <p>To know the formal elements and demonstrate a clear understanding.</p> <p>Refine a range of painting skills appropriately.</p> <p>To use subject specific vocabulary in a variety of situations.</p>	<p>To have the ability to investigate ideas that link to the work of others.</p> <p>To have the knowledge to be able to select appropriate brushes/paints when working with a range of painting media.</p> <p>To learn what makes a clever design.</p> <p>A range of making skills when working with clay.</p> <p>Sequencing of materials when making a clay tile.</p> <p>To use a range of Subject specific vocabulary.</p>	<p>To have the knowledge to be able to select appropriate drawing media.</p> <p>Present research through investigations demonstrating critical understanding.</p> <p>Connections to the formal elements- Line, Tone, and Colour.</p> <p>Subject specific vocabulary when answering questions.</p>
<u>Advent 2</u>		<u>Lent 2</u>	<u>Pentecost 2</u>



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<u>Hundertwasser</u> Facts about the artist Hundertwasser. Theory and characteristics of his work. Connections to the formal elements- Colour, Line and pattern. Present research through investigations demonstrating critical understanding. To create work inspired by the style of the artist. To practice a range of drawing skills. Subject specific vocabulary	<p>Detailed facts about the artist Hundertwasser.</p> <p>Be able to explain in detail the theory and characteristics of his work.</p> <p>Form connections independently to the formal elements.</p> <p>Present research through investigations demonstrating a highly developed critical understanding.</p> <p>To create detailed work inspired by the style of the artist.</p> <p>Refine drawing skills</p> <p>To use subject specific vocabulary. When talking about an artist.</p>	<p>To create 3D work from a design idea, that has clear links to the artist's style.</p> <p>Connections to the formal elements- Colour, Form, Line and Media.</p> <p>To present a series of outcomes inspired by the style of the artist. Stamp designs, tile, napkin etc.</p> <p>To demonstrate subject specific vocabulary when talking about the artist.</p>	<p>Know about artists that have studied Marine life as an inspirational starting point.</p> <p>Produce outcomes using a range of drawing media when mark making.</p> <p>Connections to the formal elements – Line, Tone, Colour and Texture.</p> <p>Present research through investigations demonstrating critical understanding.</p> <p>To create work inspired by the style of the artists.</p> <p>Subject specific vocabulary.</p>
<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Composite Skills:</u>



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<p>To develop drawing and painting skills.</p> <p>To recognise groups of colours.</p> <p>To understand how an idea can be conveyed or interpreted when researching an artist that link to the theme.</p> <p>To understand colour and put into practise colour within their work.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p> <p>To develop research and investigation skills.</p> <p>To understand how an idea can be conveyed or interpreted by an artist.</p>	<p>To refine a range of drawing and painting skills.</p> <p>To understand in detail the colour wheel and recognise groups of colours from previous learning.</p> <p>To understand and be able to analyse how an idea can be conveyed or interpreted when researching an artist that link to the theme.</p> <p>To understand 'Colour' is one of the formal elements in art and be able to form links to their own work.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p> <p>To refine research and investigation skills.</p> <p>To understand and explain how an idea can be</p>	<p>To develop painting skills inspired by an artist.</p> <p>To develop painting skills when using a range of painting media and brushes.</p> <ul style="list-style-type: none"> <i>Painting techniques explored using a range of methods</i> <i>Explores mark-making techniques when painting.</i> <i>Develops ideas based on an artist style.</i> <p>To create a sculpture using clay; applying slip for joining and indenting the clay to produce surface textures and patterns.</p> <ul style="list-style-type: none"> <i>Is able to manipulate materials when creating art.</i> <i>Experiments with basic tools and specialist equipment.</i> <i>Shows an awareness of texture, form, and shape by recreating an image in 3D form</i> 	<p>To develop research and investigation skills when analysing the work of others.</p> <p>To develop drawing skills using a range of media when creation Marine life studies.</p> <p>To understand the formal elements.</p> <p>To create an image inspired by an artist.</p> <p>To develop drawing skills inspired by an artist's style.</p> <p>To develop drawing skills when using a range of drawing media.</p> <p>Make connections between the formal elements and their own work as it progresses.</p> <p>Produce creative work, exploring material, techniques, and processes.</p> <p>To use subject specific vocabulary when communicating ideas written or verbal.</p>
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Evaluate and analyse creative works using the language of art, craft, and design.			conveyed or interpreted by an artist. Evaluate and analyse creative works using the language of art, craft, and design.			Make connections between the formal elements and work as it progresses.											
To develop drawing skills when creating an outcome.			To develop drawing skills when creating an outcome. To use subject specific vocabulary when communicating ideas written or verbal.			Produce creative work, exploring material, techniques, and processes.											
						To use subject specific vocabulary when communicating ideas written or verbal.											
<u>Final composition/ Deliberate Practice:</u>						<u>Final composition/ Deliberate Practice:</u>						<u>Final composition/ Deliberate Practice</u>					
Inspire and challenge pupils Knowledge and skills to experiment, invent and create their own works of art, craft, and design. Think critically and develop a more rigorous understanding of art and design. Artists that link to the theme.						Inspire and challenge pupils Knowledge and skills to experiment, invent and create their own works of art, craft, and design. Think critically and develop a more rigorous understanding of art and design. History of art and design						Inspire and challenge pupils Knowledge and skills to experiment, invent and create their own works of art, craft, and design. Think critically and develop a more rigorous understanding of art and design. Artists that link to the theme.					
<u>Assessment/s (Formative and Summative):</u>						<u>Assessment/s (Formative and Summative):</u>						<u>Assessment/s (Formative and Summative):</u>					
Term Dates		Sept/Oct		Nov/Dec		Term Dates		Jan/Feb		Feb/Mar/Apr		Term Dates		Apr/May		June/July	



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Curriculum content (Ongoing formative assessments. WWW EBI)	Week starting 23-9-24 Week starting 21-10-24	Week starting 18-11-24 Week starting 16-12-24	Curriculum content (Ongoing formative assessments)	Week starting 13-1-25 Week starting 10-2-25	Week starting 3-3-25 Week starting 31-3-25	Curriculum content (Ongoing formative assessments)	Week starting 28-4-25 Week starting 12-5-25	Week starting 16-6-25 Week starting 14-7-25
Assessment (Summative assessment. Synoptic Quiz)	Week starting 14-10-24	Week starting 25-11-24	Assessment (Summative assessment. Synoptic Quiz)	Week starting 20-1-25	Week starting 10-3-25	Assessment (Summative assessment. Synoptic Quiz)	Week starting 5-5-25	Week starting 30-6-25 (End of year assessment)
Feedback	Week starting 14-10-24	Week starting 9-12-24	Feedback	Week starting 3-2-25	Week starting 24-3-25	Feedback	Week starting 19-5-25	Week starting 7-7-25
<p>RRR- Five questions at the start of the lesson, revisiting learning from previous lesson.</p> <p>10 question knowledge quiz- Revisiting primary, secondary colour mixing. Formal elements and hot and cold colour's.</p> <p>Keyword Vocabulary- Spelling test. Games during and at the end of the lesson.</p> <p>End of theme Assessment- Colour theory (knowledge), observational drawing (Skills).</p>			<p>RRR- Five questions at the start of the lesson, revisiting learning from HT1&2 and previous lesson.</p> <p>10 question knowledge quiz- Questions about the artist Hundertwasser and colour theory revisited.</p> <p>Keyword Vocabulary- Spelling test. Games during and at the end of the lesson.</p> <p>End of theme Assessment- Drawing in the style of the artist Hundertwasser. (Drawing skills and to demonstrate understanding of the artist's style of work).</p>			<p>RRR- Five questions at the start of the lesson, revisiting learning from the start of the year and previous lesson.</p> <p>10 question knowledge quiz – Questions about colour mixing and blending. Revisit colour theory. Understanding painting skills.</p> <p>Keyword Vocabulary- Spelling test. Games during and towards the end of the lesson to review students' understanding of the meaning of words learnt during the year.</p> <p>End of theme Assessment- Self-portrait. Marine drawing. (Drawing skills)</p> <p>End of year Assessment- Colour theory, Hundertwasser, Artists, formal elements, and keywords. (1 hour)</p>		
<u>Key Terms:</u>		<u>Key Vocabulary:</u>	<u>Key Terms:</u>		<u>Key Vocabulary:</u>	<u>Key Terms:</u>		<u>Key Vocabulary:</u>



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Formal elements. Line, shape, form, tone, texture, pattern, colour and composition. Colour theory Visual effects Abstract Brush work Collage Colour wheel Complementary colours Content Fine Art Harmony Form Water Colours	COLOUR PRIMARY COLOURS SECONDARY COLOURS TERTIARY COLOURS COLOUR WHEEL COMPLEMENTARY COLOURS SHADE WARM COLOURS COOL COLOURS COLOURS IN HARMONY BRUSH SKILLS	Acrylic Ceramics Composition Design Contemporary Art Gouache Kiln Line Matte Medium Modeling Painterly Primary Colour's Secondary Colour's Tertiary Colour's Water Colour's	ARTIST RESEARCH DRAWING PAINTING CERAMICS COMPLEMENTARY COLOURS PATTERN COMPOSITION COLOUR COLOURS IN HARMONY HUNDERTWASSER STYLE THEME LAYOUT DESIGN FOCUS MODELING SLIP SCALE RELIEF CARVING	Cross- hatching Content Design Blending Style Brush work Harmony Complementary Fine art Realistic Line Form Scale Shape Layout Artist	RESEARCH DRAWING PAINTING COLOUR BLENDING COMPLEMENTARY COLOURS HARMONY COLOURS PATTERN COMPOSITION COLOUR HOT AND COLD COLOURS COMPOSITION SKILLS
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	



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<p>Literacy: Art terminology. Homework- Department challenge.</p> <p>Numeracy: Shape, fractions, quantities, measuring.</p> <p>How our eye works when looking at colour. (Science)</p> <p>The history and understanding of colour over time. (History)</p>	<p>Literacy: Art terminology. Artist research.</p> <p>Numeracy: Shape, fractions, quantities, measuring.</p> <p>The history and understanding of materials, processes, and techniques over time. (History)</p>	<p>Literacy: Art terminology. Artist research.</p> <p>Numeracy: Shape, fractions, quantities, measuring.</p> <p>The several types of marine creatures. Environmental impact on marine life today. (Science)</p> <p>Stewardship- Looking after our environment. (Religious Education)</p>
<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others' viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in several ways, justifying their views.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others' viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in numerous ways, justifying their views.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these</p>	<p>Students are encouraged to have an open mind when observing work, allowing them to appreciate others' viewpoints that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in numerous ways, justifying their views.</p> <p>Pupils are encouraged to communicate with each other in groups and as a class promoting social development.</p> <p>SOCIAL</p> <p>All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these</p>



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<p>appropriately. ☐</p> <p>MORAL Clear high expectations are given to students every lesson, so they understand the difference between right and wrong.</p> <p>SPIRITUAL All student's work is shared with the class group at some point to build confidence and develop group identity.</p> <p>Students' work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL Every term, all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in</p>	<p>appropriately. ☐</p> <p>MORAL Clear high expectations are given to students every lesson, so they understand the difference between right and wrong.</p> <p>SPIRITUAL All student's work is shared with the class group at some point to build confidence and develop group identity.</p> <p>Students' work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL Every term, all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is</p>	<p>appropriately. ☐</p> <p>MORAL Clear high expectations are given to students every lesson, so they understand the difference between right and wrong.</p> <p>SPIRITUAL All student's work is shared with the class group at some point to build confidence and develop group identity.</p> <p>Students' work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL Every term, all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated</p>
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Britain and how their work can be appreciated by society, nationally and internationally.	valued in Britain and how their work can be appreciated by society, nationally and internationally.	by society, nationally and internationally.
Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. 	<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. 	<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.
Adaptive Implementation Practices Practices used during each unit of work		
<i>Differentiated Instruction:</i> Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments.	<i>Scaffolded Instruction:</i> Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material.	<i>Formative Assessment:</i> Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback.
		<i>Pace:</i> Time given to students to organise equipment and resources at their own pace.



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