



Visual Arts Year 7 Curriculum overview for teachers

The below is intended to provide a simple overview of Year 7 Visual arts, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

Learning Focus – Baseline Assessment – Term 1 (1st half term)	
Basic Skills: Drawing, research and artist analysis	Assessments
Learning Enquiries: 1). How to use accuracy when creating an observational drawing 2). How to apply tone to make a drawing look 3 dimensional 3). How to create an abstract piece of work informed by an artist study 4). How to apply colour to create an abstract study through shading and blending 6). How to analyse a piece of art using key terminology Key Skills: Drawing, shading, blending, refining & evaluation, artist analysis	Continuous teacher feedback & Peer/Self assessment Assessment One: This is a baseline assessment for the Department to assess pupil's basic skills as a starting point for the rest of the year.
Learning Focus – Colour & Pattern – Term 1 & 2	
Exploring ideas, Developing & Experimenting: Artist focus, material exploration & sketchbook presentation	
Learning Enquiries: 1&2). How to mix and apply paint on the colour wheel and present work effectively in sketchbook 3&4). How to use primary and secondary colours when creating a page based on 'complementary colours' 5). Explore the use of collage in response to the artist 'Matisse' 6). How to create a successful artist page based on 'matisse' 7). How to use oil pastel blending when exploring 'warm & cool colours' 8). How to explore the shapes of different fonts for title purposes in response to 'warm and cool colours' 9). Understand how to use brusho for pattern purposes 10&11). How to create a successful sketchbook page on 'warm and cool' colours 12&13). How to explore line and pattern when looking at the work of 'optical' art Key Skills: sketchbook presentation, painting, collage, blending, drawing	Continuous teacher feedback & Peer/Self assessment Assessment One: Knowledge test on colour theory Assessment Two (Final assessment): 'Colour theory' and experiment pages
Learning Focus – Masks– Term 2 & 3	
Exploring ideas: African Masks & cardboard relief	



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<p>Learning Enquiries:</p> <p>1). Introduction page to how masks are used in different cultures, 2&3). How to create a research page on 'African Masks'</p> <p>4). Using 'Roll a Mask' to identify key features of African masks 3&4). Explore the work of Jimah Burmaioh and Brianna McCarthy and present a page in sketchbook to help develop ideas</p> <p>5). How to use the shapes and colours which define the functions of African masks in own mask design</p> <p>6&7). How to translate a 2d design into 3d when exploring cardboard relief</p> <p>Key Skills: sketchbook presentation, designing, colour blending, artist analysis, cardboard relief</p>	<p>Continuous teacher feedback & Peer/Self assessment</p> <p>Assessment One: Pupils will be assessed on the work they have created on 'African Masks' in the form of a written assessment with targets for the next stage</p>
<p>Exploring ideas: Asian & American Masks: Paper manipulation & string relief</p>	
<p>Learning Enquiries:</p> <p>Asian Masks</p> <p>1). To understand the meaning of colours associated with Chinese Opera Masks -introduction page in sketchbook 2). How symmetry is used in Chinese Opera masks – paper folding 3&4). How to create an effective research page on Chinese masks</p> <p>American Masks</p> <p>5&6). How can we identify North and South American masks? Particular focus on Mexican masks 'Day of the Dead' and creating a research page in response</p> <p>7). How to develop ideas from research into own 'day of the dead' mask design and explore the colours and patterns used 8). Explore the use of string relief and tissue from own mask design when considering ideas for 3D mask 9). How to present string relief experiments with masks research and evaluate outcome</p> <p>Key Skills: sketchbook presentation, designing, colour blending, artist analysis, string relief, paper folding</p>	<p>Continuous teacher feedback & Peer/Self assessment</p> <p>Assessment Two: Pupils will be assessed on their knowledge and understanding of Asian and African masks and how they have interpreted the two cultures in the work they have created</p>
<p>Developing & Refining ideas: Designing & creating a mask</p>	
<p>Learning Enquiries:</p> <p>10). How to create 2 alternative mask design from research (present in sketchbook 11). How to select the most appropriate techniques and design for making 12,13,14 & 15). How to translate 2D designs into 3D making 16). How to evaluate own work and outcomes</p> <p>Key Skills: designing, 3D construction, evaluation, painting</p>	<p>Continuous teacher feedback & Peer/Self assessment</p> <p>Assessment Three: Pupils will be assessed against the success criteria on their mask designs and final 3D mask with targets for their next project</p>