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| **Subject : ART & DESIGN** | | | **Year: 7/8 (A)** | | |
| **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Theme/ topic:**  Still Life/ Observation  First hand observational drawing of still-life objects (Pencil) | **Theme/ topic:**  Colour & Pattern  Colour Theory Colour mixing, complementary, harmonious tertiary colours, tints, tones & shades. Painting & collage. | **Theme/ topic:**  Portraiture  (Formal tonal)  First hand tonal pencil observational drawing of a self portrait | **Theme/ topic:**  Portraiture  (Benin inspired Masks)  Responding to portraiture, gathering information on artists, drawing portraits from a range of sources, designing then making final resolution | **Theme/ topic:**  Cubism  (Printmaking)  Printmaking responding to an area of 20th & 21st Century art, gathering information on artists / crafts, drawing from a range of sources, designing then making final resolution | **Theme/ topic:**  Cubism  (Applique/stitch)  Textiles, responding to an area of 20th & 21st Century art, gathering information on artists / crafts, drawing from a range of sources, designing then making final resolution |
| **By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):** | **By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):** | **By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):** | **By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):** | **By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):** | **By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):** |
| What an observational study is and how to start one.  What tone/value is and how to use it effectively.  How artists have used still life as inspiration. | What the colour wheel is and how to use it.  Complementary & harmonious colours.  Tints, tones & shades.  How artists use colour in their work | What a portrait is and how to construct one using guidelines.  Tonal values and how to apply them in a portrait.  About a range of artists who have explored portraiture. | What clay is and how to manipulate it. How is changes from clay to ceramic.  About masks in African culture and their appearance and significance. | About Cubism and how it changed art in the 20th Century.  What printmaking is and the range of techniques that exist. | About Cubism and how it changed art in the 20th Century.  What ‘Art Textiles’ is and how to use textiles techniques to create ‘art’ outcomes. |
| **They will understand (key concepts):** | **They will understand (key concepts):** | **They will understand (key concepts):** | **They will understand (key concepts):** | **They will understand (key concepts):** | **They will understand (key concepts):** |
| Observation and drawing from life.  Line, form, shape, space and value. | What the colour wheel is and how to use it.  Complementary & harmonious colours.  Tints, tones & shades.  How artists use colour in their work | Line, form, shape, space and value.  How to construct a formal portrait.  How to take inspiration from artists to develop their own ideas.  How artists use portraiture in their work. | Line, form, shape, space, texture and value.  How to take inspiration from artists to develop their own ideas.  How artists explore different cultures in their work. | Line, form, shape, space, texture and value.  How to take inspiration from artists to develop their own ideas. | Line, form, shape, space, texture and value.  How to take inspiration from artists to develop their own ideas. |
| **They will know how to ( key skills including speaking, reading and writing in this subject):** | **They will know how to ( key skills including speaking, reading and writing in this subject):** | **They will know how to ( key skills including speaking, reading and writing in this subject):** | **They will know how to ( key skills including speaking, reading and writing in this subject):** | **They will know how to ( key skills including speaking, reading and writing in this subject):** | **They will know how to ( key skills including speaking, reading and writing in this subject):** |
| Start an observational study.  Add texture and tone; developing shading and mark making skills.  Begin to understand composition.  Reflect on their work and the work of others. | How to mix colours and apply paint (working with block colour paints and watercolours).  Use effective colour combinations.  Reflect on their work and the work of others. | How to construct a portrait.  How to apply tonal values using paint and printmaking techniques.  Begin to understand composition.  Reflect on their work and the work of others. | Work with clay.  How to construct a simple form using clay.  How to create texture on a sculptural clay form.  Reflect on their work and the work of others. | Use a range of printing techniques.  Reflect on their work and the work of others. | Applique and stitch using different materials.  Reflect on their work and the work of others. |
| **Link to prior learning** |  |  |  |  |  |
| Drawing, line work and shading at KS2. | Using colour at KS2 | Portraiture work at KS2 | Basic clay work at KS2 | Basic printing at KS2 | Basic textiles work at KS2 |