

| Year 7 Curriculum Art, Craft & Design | Module 1 & 2 | Module 3 | Module 4-5 | Module 6 |
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| Knowledge | To be able to identify and describe the work of others. To apply method of tonal blending in pencil and colour To understand the relief print process To know basic clay modelling skills (slab, coil, slip, impress, relief, joining) | Colour theory to be learned so it can be applied to future learning. | Understanding of Line, Shape, Colour, Texture, Form, Space, Tone, Pattern. Awareness of more traditional 20 th century art history with key movements discussed. | Observational drawing – focus on shape, form, tone and negative space. |
| Skills | Drawing, printmaking and clay in response to the work of a range of artists/cultures who illustrate fish. | Felt making and interpretation of artists work. | Drawing, painting, press printing, cutting with craft knife | Drawing in range of materials |
| Theme | Funky Fish – baseline assessment project which explores a range of artists and materials and techniques which will show teacher general artistic ability. | Colour theory (textiles linked to Beatriz Milhazes) Baseline assessment | ‘The Great Masters’ – This topic introduces the 8 formal elements of art and links each one to a strong contextual link with well-known artists students should be able to identify within art history. | Lovely Leafy – focus on drawing a range of foliate forms in preparation for ‘Day of the Dead’ and ‘Green Man’ projects in year 8. |
| Contextual Study | Aboriginal Art, Irene Meniconi, Derek De Young and Vincent Scarpace | Abstract paintings of Beatriz Milhazes (female contemporary artist from Brazil) | Van Gogh (line), Picasso (shape), Surrealism (texture, form and colour) Cezanne (colour), Arts & Crafts (pattern). | Botanical illustrators – top 3 are women! Maria Sibylla Merian Margaret Mee Marianne North |
| Exploring materials | Tonal drawing with pencil and colour A range of mark making and print techniques Relief clay slab | Felt making and hand embroidery stitches Basic paint mixing and application | Stick, pen & ink (line), Cut paper using craft knife (shape), tonal drawing (form & space), tempera block paints (colour), Polystyrene repeated and sequenced press print (pattern) | Revisiting tonal pencil, colour, biro, charcoal, oil pastels with drawing. |
| Observing and recording | Drawing from a range of artists work Exploring tonal blending | Use of ruler and compass | Observational drawing of school shoe in pencil. Oil pastel xmas bauble, Coloured pencil texture on given bottle outline. | Revisiting tonal pencil, colour, biro, charcoal, oil pastels with drawing. |
| Presenting a response to learning | Relief clay decorative fish slab | A piece of hand made felt embellished with hand embroidery stitching in response to the work of Milhazes. | Surreal composition (shoe, bauble, bottle on sea) which will show all the formal elements demonstrated. | N/A |
| Assessment | Book Looks Holistic teacher feedback on basic skills Observation and responsive teacher to provide critical verbal feedback so students do DIRT in their practical/visual work as it progresses. | Book Looks Peer assessment Holistic teacher feedback on basic skills Observation and responsive teacher to provide critical verbal feedback so students do DIRT in their practical/visual work as it progresses. Final piece of stitched felt. | Written explanations of cubism, surrealism etc read to check understanding. Book Looks. Surreal composition is marked by teacher. Observation and responsive teacher to provide critical verbal feedback so students do DIRT in their practical/visual work as it progresses. | Written explanations and interpretations read to check understanding. Book Looks and final outcome is marked by teacher. Observation and responsive teacher to provide critical verbal feedback so students do DIRT in their practical/visual work as it progresses. |

Year 7 students have 60 minutes of art every week. With an intake from over 20 primary schools it’s vital our cohort have the same vital experiences of art, craft and design in order to broaden their art knowledge and skills whilst at Pembroke. The first two projects (12-14 lessons) are a good diagnostic assessment of ability and over the course of the 12 lessons we can identify co-ordination, motor skills, art awareness, colour knowledge and basic drawing ability.

The art, craft and design curriculum at Pembroke is delivered through four vital categories (contextual, exploring, observing & recording and personal response) in response to the way artists and designers work in industry.

The year is designed to build on drawing and painting but also provide the foundations in ceramics, print making, textiles and the importance of looking at the work of others. By the end of year 7, all students will have had the same experiences in art, craft & design and are able to continue into year 8 with confidence, resilience, sound basic art skills and the knowledge to aid them in progressing with those skills, in being more creative and independent in their work.

SEND – is supported through providing adapted resources and scaffolding in the following ways: Chunked tasks and expectations; repeated demonstrations (whole class and one to one); expertise from the teacher to aid work to develop confidence; WAGOLL’s which are available tangibly and also projected on screen, faint sketched starting points and also an question sheet to aid research and writing skills which also builds confidence in discussing the work of others.

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| Social Capital Cultural Capital Creative Capital Academic Capital | Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Range of artists who have illustrated fish in different ways for different reasons. Use of range of materials and techniques Students devise their own decorative clay slab based on the artists studied. | Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Brazilian culture – awareness of new artist The importance of colour within our world Students are able to devise their own textile outcome with no right or wrong appearance | Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Whistle stop art history tour with most common 20 th century artists introduced. Students are able to devise their own outcomes and responses once they have been taught the skills using new materials. | Opinions and critique within class discussions and peer assessment listened to and acted upon positively. Female botanical illustrators introduced. |
| #generosity #passion #curiosity #courage #wisdom British Values | Being respectful and safe when using new materials and tidying up in a room with the rest of the class. Being helpful during lessons. New materials and techniques New artists introduced and practical task of felt making. Knowledge about new artists and how apply techniques correctly. Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment. | Being respectful and safe when using new materials and tidying up in a room with the rest of the class. Being helpful during lessons. New materials and techniques New artist introduced and practical task of felt making. Resilience and patience when threading a needle and sewing as this is a time consuming technique. Knowledge about new artists and how to make felt correctly. Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment. | Being respectful and safe when using new materials and tidying up in a room with the rest of the class. Being helpful during lessons. New materials and techniques New artists introduced Resilience and patience Building upon drawing skills done in first project. Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment. | Being respectful and safe when using new materials and tidying up in a room with the rest of the class. Being helpful during lessons. Resilience and patience Mutual Respect & Tolerance of others ideas, opinions and critique within class discussions and peer assessment. |
| Careers | Book illustration, graphics, ceramics | Textiles and fashion industry | Fine art, textile design, | Fine art, illustration, |