

# Creative Arts

## Year 7 Art and Design

In key stage 3 students are introduced to a number of new experiences in a range of subject areas that are not covered in depth at key stage 2. Music, Art (Fine and Textile), Food Preparation and Nutrition and Design and Technology allow students to engage with and develop knowledge and skills in the creative subjects within the school curriculum. Students will learn about health and safety in various environments, enabling them to work safely with a variety of materials/tools/media and instruments when responding to set tasks. They will gain an awareness of different art and design movements, as well as cultural and historical music, to aid their responses. In Food, students will gain an understanding of Food hygiene, the science behind food and nutrition. Learning of key skills are taught explicitly within each project. The curriculum in key stage 3 has been specifically developed to engage students in new subject areas and build knowledge and skills, year on year, in preparation for key stage 4.

### Curriculum overview:

Autumn term:	Spring:	Summer:
<b>Basic Skills Project</b>  During this scheme of work, students will learn about drawing (from Primary Sources), using tone/ gradation of tone to create accurate observational drawings which will explore line, weight of line, shape, composition and the effect of lighting on form. We will also look at the formal elements: shape, space, line, tone, texture, positive and negative space, composition. Students will explore line, weight of line, shape, composition and the effect of lighting on form. Students will also learn about the Colour Wheel/ Colour theory; covering: primary, secondary tertiary, complementary colours, tints and tones. Students will have the opportunity to learn about painting techniques, exploring colour mixing and blending. Students will produce a Final Piece of work which applies all of this knowledge in a practical way, letting students develop	<b>Buildings/ Hundertwasser Project</b>  During this scheme of work, students will learn about Abstraction and Realism. Students will continue to develop their drawing and painting skills; exploring building drawings, aerial landscape drawings and the work of Hundertwasser to enable them to develop work which explores basic printmaking and shallow relief methods. Students will produce a range of experimental work which enable them to explore media and materials, manipulating these to suit their personal intentions.	<b>Portrait Project</b>  During this scheme of work, students will learn about Portraiture. This will include a brief introduction to the history of portraiture and the different styles adopted by different artists. Work will cover a range of drawing and painting activities, including blind contour drawing of the face. Work will focus on proportion, and shape/ position of the facial features – including how to draw the eyes, nose and mouth. Students will look at the work of other artists to enable them to generate a self-portrait as a personal response, using the style of a chosen artist within their work.

and improve their paint application skills.		
<b>Important vocabulary:</b>	<b>Important vocabulary:</b>	<b>Important vocabulary:</b>
<ul style="list-style-type: none"> <li>• OBSERVATIONAL DRAWING</li> <li>• COMPOSITION/ LAYOUT</li> <li>• FORMAL ELEMENTS: LINE, SHAPE, TONE, TEXTURE, FORM</li> <li>• POSITIVE SPACE</li> <li>• NEGATIVE SPACE</li> <li>• GEOMETRIC/ ORGANIC SHAPES</li> <li>• GRADATION OF TONE (DRAWING)</li> <li>• HATCHING/ CROSS HATCHING</li> <li>• GRID ENLARGEMENT MARK MAKING</li> <li>• COLOUR WHEEL</li> <li>• PRIMARY COLOUR</li> <li>• SECONDARY COLOUR</li> <li>• TINT/ TONE</li> <li>• TERTIARY COLOUR</li> <li>• COMPLEMENTARY COLOUR</li> <li>• NEUTRAL COLOUR</li> <li>• COLOUR MIXING/ BLENDING</li> <li>• STYLE</li> <li>• TECHNIQUE</li> <li>• REFINEMENT</li> </ul>	<ul style="list-style-type: none"> <li>• ABSTRACT</li> <li>• SEMI-ABSTRACT</li> <li>• ARCHITECTURE</li> <li>• PROPORTION</li> <li>• ANGLE</li> <li>• SCALE</li> <li>• OBSERVATION</li> <li>• SECONDARY SOURCE TEXTURE</li> <li>• PRINTMAKING/ PRINTING</li> <li>• MONO-PRINTING</li> <li>• SGRAFFITO</li> <li>• COLLAGRAPH</li> <li>• SHALLOW RELIEF</li> <li>• MEDIA/ MATERIALS</li> <li>• DRY BRUSH</li> <li>• SCUMBLE</li> </ul>	<ul style="list-style-type: none"> <li>• PORTRAIT</li> <li>• SELF-PORTRAIT</li> <li>• PROFILE</li> <li>• PROPORTION</li> <li>• BLIND CONTOUR DRAWING</li> <li>• CARICATURE</li> <li>• PERSONAL RESPONSE</li> <li>• STYLE</li> <li>• TECHNIQUE</li> <li>• REFINEMENT</li> </ul>

## Key staff contacts:

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## What are our curriculum aims for your child in year 7?

### **Art & Design Rationale-KS3**

In preparation for KS4, in KS3 students will be taught to develop their creativity and ideas and increase proficiency in their execution. They will be taught to develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. They will be taught to use a range of techniques to record their observations as a basis for exploring their ideas. They will be taught to use a range of techniques and media, to increase their proficiency in the handling of different materials. They will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. They will also learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## How can I help my child be successful in Art and Design?

- Support your child when undertaking homework research tasks
- Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Encouraging your child to be organised and plan ahead to ensure they are prepared for the lesson with homework
- Encourage your child to practice their drawing/ painting skills between lessons
- Visit Art Galleries as often as you can to expose students to art e.g. The Ferens Art Gallery in Hull/ Leeds Art Gallery

## How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written, visual, practical and verbal responses.

In the creative arts we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students, through a number of comparative marking sessions. All formative assessment is logged by students as a reference point for continual improvement. Lower attaining work will be required to be improved, using the logged feedback, to ensure individual progress. Written corrections require students to work in green pen, to highlight errors. They are then able to reflect clearly on where they have made progress.

Students appreciate the importance of the comparative marking sessions. We give feedback on work regularly, to enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

Each project will allow for students to produce a personal response/ practical outcome, based on sound research and design work. The projects are marked summatively at the end of each project to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.