

Year 7

Subject: Art

Overview of the year:

At Highgate Wood, KS3 art and design is a nine-term scheme of work that is an introduction to the world of visual creativity. It is designed to provide the necessary foundation for those who will choose art at GCSE as well giving a rounded experience to those who do not study the subject beyond year 9. We aim to introduce students to a spread of processes and materials in 2D and 3D. We also will introduce them to the key moments in 20th century western art as well as more recent developments that have seen a greater appreciation in art from other continents and cultures. Our primary focus in year 7 is development of the formal elements: line, tone, form, shape, texture, colour, pattern.

Ways to consolidate and extend your learning in art:

Ask your child to look at the visual world around them and consider how it links to their lessons.
Encourage your child to produce art at home, always have some pens and paper available.
Encourage your child to visit art galleries and exhibitions at home and abroad. London is one of the top five art cities in the world and there is so much free art to enjoy, such as Tate Modern, Tate Britain, National Portrait Gallery, Design Museum and much more.
Encourage your child to do their own research into artists or art movements there some very well-made TV documentaries about art on BBC iPlayer.

SOW	Unit focus	Content	Skills	Assessment
1	Mark making An introduction to how to draw. We will focus on basic recording skills. Looking at how we mark make and why artists use different materials and processes. We start with Things I Have, Things I Make, Things I See and then we learn how to analyse art with Things I Consider.	Focusing initially on illustration skills the students will learn line drawing, then move on to use of cross hatching, broken line and shading to create tonal differences. Final part of the project is creating patterns from observational drawings.	Line drawing, loose sketching, shape, tone and pattern. Different mark making tools (pencils, brushes, home made tools). 3D construction skills using paper, creating positive and negative space.	Things I Have illustrations, pattern work at the end of the unit.
2	Mark Making Monsters Using drawing and mark making skills in previous term students will create their own monsters looking at mythical creatures from different cultures. Students will be encouraged to create a narrative for their monster and use non-standard tools for the mark making and drawing aspects of the project.	Looking initially at mythical beasts from a variety of cultures, students then create a concept for their monster including a narrative. Students then research artists and illustrators who have created mythical beats such as Sara Fanelli and Raymond Briggs.	Creating narrative in art, creating character and emotion in art. Drawing, painting, mixed media, 2D and relief work.	Mark making monster, finished monster and design pages.
3	Self Portrait Self-image, personal history and hopes and dreams. Students will think about their own life and tell their visual story. They will look at	Students will start by producing an illustrated mind map, telling us about their family history, who they are now and how they see their future. Students will then move on to responding to the	Learning about line drawings, how to introduce colour to line drawings. Composition and the relationship between drawings and text.	Mind map and key illustration piece.

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

	illustration, who illustrators are and what make illustration different from fine art.	work of two illustrators, Erica Burns and Olivia Twist		
4	Self portraits Students investigate facial dimensions and learn to draw their faces using correct proportions through measuring and character by observing with mirrors. Development takes their accurate drawings and moving on to a more illustrative approach using the images they created in the first part of the project.	Drawing skills including dividing the face into sections, correct positioning and proportion of elements of the face. Learning how to use tracing paper and developing illustrative elements into the self-portrait including using colour and learning painting techniques.	Drawing, tracing, observing, mixing paint and applying paint.	Finished colour personalised self-portrait.
5	Camouflage Looking at the environmental crisis caused by palm oil farming and the destruction of habitats and how that effects wild life particularly the loss of pristine jungle for orangutans.	Research into the palm oil issue. Students will learn about the work of Le Douanier (Henri Rousseau) and how to layer to create depth in collages. Students will also consider how our purchasing decisions can have effects round the world.	Collage, cutting, planning, composition (use of background, mid ground and foreground) to create depth. Colour contrasts to create emotion and emphasis.	Collage piece, palm oil research.
6	Camouflage Extension. Many students will be working into their deforestation collages. Those who have finished will produce an extension piece about the threats to ocean wildlife by pollution and dumped plastic.	Research into the issue. Working from natural forms and other resources. Students may choose to continue with collage or move to watercolour painting.	In addition to collage: mixing colour and skills with handling paint. Learning about different brush techniques (dry, wet, stippled, etc) and how paint reacts to different surfaces.	Watercolour extension piece.