

Key Stage 3 Overview: Art and Design Year7

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	<p>University Challenge: I'm an Engineer - get me in here</p> <p>Context: Exploring the formal elements:</p> <ul style="list-style-type: none"> Understanding Nature as an engineer-link to University Challenge Introducing the formal elements of Art and Design through natural forms. <p>Skills: -Behaviour for learning in Art and Design -To understand and use the Formal elements: Line Tone Colour Texture Shape Space Form</p> <p>-observational drawings</p> <p>-Various line and linear techniques</p> <p>-colour theory</p> <p>-Health and safety in Art and Design</p> <p>-Explain, comment on and analyse relevant artist work and provide meaningful responses.</p> <p>- use relevant subject terminology.</p> <p>-Show understanding</p> <p>-Communicate work visually clearly, effectively and imaginatively.</p> <p>-to be creative</p> <p>-Organise information and ideas.</p> <p>-Demonstrate presentation</p>	<p>University Challenge: F1 in schools Challenge</p> <p>Context: Movement in Art</p> <ul style="list-style-type: none"> Futurism Abstract Art <p>Students study Futurism in art and link to movement (Link to University Challenge) Students will study the history of abstract expression and create their own abstract painting based on Movement-link to F1</p> <p>Skills: - Identify and interpret meaning in art with a focus on Futurism</p> <p>-look at the historical context of Futurism and Abstract art</p> <p>-interpreting images</p> <p>-observational drawing skills</p> <p>--Explain, comment on and analyse relevant artist work and provide meaningful responses.</p> <p>- use relevant subject terminology.</p> <p>- show understanding of the relationships between different art movements</p> <p>-Team work</p> <p>-colour skills</p> <p>-show understanding in geometric and natural shapes and forms</p> <p>-develop a creative abstract painting</p> <p>-time management</p> <p>-independent working</p> <p>-understanding assessment</p>	<p>University Challenge: University Academy of Engineering: Citizens of London</p> <p>Context: London City Scape Project- Link to University Challenge</p> <ul style="list-style-type: none"> Perspective drawing Research Artist Mondrian Research artist Cyril Powers <p>Students will explore London city and develop observation and perspective drawings and collages by responding to artists</p> <p>Skills: -Observation drawing skills in different media</p> <p>-Perspective drawing skills</p> <p>-artist research- interpreting and explaining</p> <p>-responding to an artist work</p> <p>- printing skills (mono)</p> <p>-use of the formal elements</p> <p>-composition skills</p> <p>-Biro drawing</p> <p>-Working with oil pastels</p> <p>-Annotation of work- explaining</p> <p>-Evaluation</p> <p>-developing ideas</p> <p>-time management</p> <p>-assessment</p>	<p>University Challenge: STEM Inventions during the war</p> <p>Context:</p> <ul style="list-style-type: none"> Art throughout the war Art as a marketing tool- Propaganda posters Henry Moore <p>Students will explore the impact art and propaganda had during the war. Students will examine propaganda artist and understand the elements that make the ideal poster in order to design their own.</p> <p>Skills: -Develop an informed and critical personal response to propaganda posters.</p> <p>-Explain, comment on and analyse the language, form and structure of Propaganda posters which create meanings and effects and influence viewers</p> <p>-Show understanding of the relationships between 'war' poster and the contexts in which they were developed</p> <p>-Compare artist's ideas and perspectives, as well as how these are conveyed, across two or more 'war' posters</p> <p>- develop and create own poster in propaganda style</p> <p>-working with charcoal</p> <p>-Time management</p> <p>-Developing ideas</p> <p>-assessment</p>	<p>University Challenge: Designing and Making for our Community</p> <p>Context:</p> <ul style="list-style-type: none"> Link to the English theme and Text SHAKESPEARE <p>A Midsummer Night's Dream -Design and make their own simple, masks for a scene from the play. Reinforce skills learnt in first module natural forms and shapes.</p> <p>Skills: -respond to Shakespearean text to influence design ideas -understand colour theory and how different colours can represent moods and feelings -Understand how different symbols and designs can tell provide clues to a charters identity</p> <p>-construction skills</p> <p>-paper Mache to build up shape and design.</p> <p>-Understanding how facial expressions can influence a mask - Identify and interpret ideas in Shakespeare</p> <p>-Develop a critical and informed response to Shakespeare and use in own designs</p> <p>-independent working skills</p> <p>-links between subjects</p> <p>-self and peer assessment</p>	<p>University Challenge: Community: Day of the African Child</p> <p>Context:</p> <ul style="list-style-type: none"> Community (class) art project Inspired by contemporary African artist including Julie Mehretu and El Anatsui <p>Students will work together to create a group piece that embodies and responses to the work of contemporary African artists Outcome will be a group painting that portrays space, place and historical significance or a sculpture that reshapes and give new meaning to found materials. Work will be displayed during event.</p> <p>Skills: - Identify and interpret meanings from art - Select materials that convey meaning and tell a story</p> <p>-Develop a critical and informed personal response to contemporary African artists</p> <p>- Link to history of art</p> <p>-Explain, comment on and analyse form and structure used by artists</p> <p>-show understanding of materials</p> <p>-planning -team work -communication</p>