

## Year 7 Art & Design Curriculum Summary

Name of unit	Art Timeline
<b>Why do we study this unit?</b>	<p>KS3 students develop a rich understanding of the subject matter while honing their artistic skills and critical thinking abilities. This approach provides a more holistic and engaging learning experience, encouraging students to become active participants in their own education and fostering a lifelong appreciation for art and its history.</p> <p>The sequence of teaching a time line will allow for development of skills from simple cave painting to understanding one point perspective in the Renaissance.</p> <p>Participation in the unit will involve hands-on Learning, multisensory experience, contextual understanding, critical thinking and analysis, creative expression, empathy and perspective, collaboration and communication all skills needed to interact in world beyond school.</p>
<b>By the end of the unit, students will be able to....</b>	<p>When studying the history of art through practical work and discussion in Year 7, students are likely to develop a range of skills. Here are some skills that can be expected to be developed through this approach:</p> <p>Artistic Skills: Practical work allows students to develop their artistic skills, such as drawing, painting, sculpting, and working with different art materials and techniques. They will have opportunities to experiment with various mediums, learn basic artistic principles, and refine their craftsmanship.</p> <p>Critical Observation: Through practical work and discussions about art, students will learn to observe and analyse artworks more critically. They will develop the ability to identify and interpret various elements and principles of art, such as line, colour, shape, texture, composition, and perspective. This skill helps them appreciate and understand the artworks they encounter.</p> <p>Creativity and Imagination: Engaging in practical work enables students to explore their creativity and develop their imaginative thinking. They will be encouraged to generate original ideas, experiment with different approaches, and express themselves through their artwork. This fosters their ability to think outside the box and find unique solutions to artistic challenges.</p>

	<p>Historical Knowledge: By studying art history, students will acquire knowledge about different artistic periods, movements, styles, and influential artists. They will develop an understanding of the historical and cultural contexts in which artworks were created, and how these factors influenced artistic choices. This knowledge provides a foundation for further exploration of art history.</p> <p>Research and Analysis: Studying the history of art requires students to conduct research and analyse various sources. They will learn how to gather information about artists, artworks, and historical contexts through books, articles, online resources, and museum visits. They will also develop the ability to critically evaluate and synthesize information to support their understanding and interpretations.</p> <p>Communication and Presentation: Engaging in discussions about artworks and presenting their own work to peers and teachers helps students develop effective communication skills. They will learn to articulate their thoughts, provide constructive feedback, and engage in meaningful artistic conversations. Presenting their artwork also helps them develop confidence in expressing their ideas and showcasing their creative process.</p> <p>Cultural Awareness and Empathy: Studying art history exposes students to diverse cultural perspectives and artistic traditions. They will develop an appreciation for different cultures, histories, and artistic expressions, fostering their cultural awareness and empathy towards others. This understanding of cultural diversity promotes tolerance, respect, and a broader worldview.</p> <p>Problem Solving: Engaging in practical work requires students to solve artistic problems and challenges. They will learn to experiment, make decisions, and adapt their approach when faced with obstacles. This problem-solving skill is transferable to various other areas of life and is crucial for fostering resilience and adaptability.</p> <p>By incorporating practical work and discussions into the study of art history, Year 7 students can develop a range of skills that go beyond artistic abilities. They will become more observant, critical thinkers, creative problem solvers, and culturally aware individuals with a deeper appreciation for art and its historical significance.</p>
<b>Links to previous units</b>	<p>This is the first unit for students following their transition from Primary School. All students will have creative drawing, painting and making skills of differing ability. There are diverse experiences from earlier in education depending on the expertise of their previous teachers and exposure to creative work in the home.</p>

<b>Key vocabulary</b>	Ancient, Architecture, Charcoal, Composition, Elongated, Form, Fresco, Hieroglyphic, Idealised, Miniature, Mosaic. Muraqqa, Papyrus. Perspective, Pharaoh, Primitive Proportion, Relief, Renaissance, Sarcophagus, Scattered Perspective Mapping, Sculpture, Symbolism, Tradition, Vanishing Point
<b>Term and summary topic</b>	<b>Knowledge and skills learned</b>
<b>1: Prehistoric, Ancient Egyptian, Ancient Greek</b>	How art communicates, how materials are accessed and developed over time. Classical orders of architecture and how the Greeks used columns. Drawing, using soft, hard and wet media. Using clay modelling to create form. Using mark making to apply tone.
<b>2: African Masks, Roman, Byzantine</b>	How art communicates, how materials are accessed and developed over time. Design, presentation, relief printing, mosaic creation, painting to describe form.
<b>3: Song Dynasty, Persian Miniatures</b>	How art communicates, how materials are accessed and developed over time. Characteristics of Eastern art. Using ink to paint with pace uninhibited by fear of mistake. Creating highly controlled drawings with clear details in miniature and application of bold decorative coloured pencil.
<b>4: Renaissance</b>	How art communicates, how materials are accessed and developed over time. How science and art are closely linked and how networks of artists push ideas forward. Drawing using one point perspective. Research and presentation skills taught with consideration of composition.
<b>5: British Monarchy, Impressionism</b>	How art communicates, how materials are accessed and developed over time. How art can be used as a way to weave a new/fake/exaggerated narrative. Assess style and plot paintings in chronological order. Develop oil pastel skills where focus is on light and texture found in nature.
<b>6: Futurism</b>	How art communicates, how materials are accessed and developed over time. How the industrial revolution changed art. Creating mixed media work that records movement and technological advancement – drawing, painting and composition.