



OCL Art Curriculum: Statement of Intent:

At Arena, we believe that Art is a vital and important part of a student's education. This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to. Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing. Students will develop work in 2d (and 3d) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome.

Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills. Through studying initially more familiar, then increasingly less familiar and more complex works of art and artists*, students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work.

*artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages...

Sequencing:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make art, craft and design successfully, being able to:

- Use a wide range of materials, processes and techniques with confidence
- Use a wide range of materials, processes and techniques with skill and accuracy
- Work in 2D
- Work in 3D
- Create their own works of art; devising, developing and executing a personal response
- Understand the process of creating their own work
- Develop and use primary sources for personal work
- Identify, explore and use the elements of art and design within their own work
- Review and refine work independently

2. To build the foundation for all students to decode and encode visual language, its history and context:

- Understand and use art language both in creating visual work and in thinking and writing about the work of others
- Be able to articulate their reasons for choices and decisions they have made
- Rigorously question, observe, identify, dissect, analyse, evaluate and use ideas from art across the full range of historical periods, genres, cultures and traditions, including the works of architecture, photography, craft and design
- Broaden and deepen essential world knowledge and use this to create purpose in their work
- Use a wide range of materials, processes and techniques with purpose to convey meaning, realising intentions
- Think in abstract ways from concrete starting points making connections between their work and the work of others
- Work with professionals from a range of disciplines
- Have opportunities to visit galleries and exhibitions and view art in different contexts
- Have opportunities to study art and artists with particular local, contextual significance

3. To enable all students to develop their character, confidence and identity through practising art, evidenced by being able to:

- Resilience to rehearse, improve, create, embrace success and the unplanned, give and take feedback and become reflective practitioners
- Empathy, sensitivity, understanding and openness to others
- Take appropriate risks and demonstrate good decision making skills with materials, resources, ideas and ways of working
- Problem solve with enthusiasm – think creatively around a situation or piece of work
- Demonstrate confidence, collaboration and leadership skills
- Engage in extra-curricular events and enrichment activities that allow them to develop their own interests and means to express themselves
- Take advantage of opportunities such as competitions or community events to demonstrate creative skills



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- Understand the role of art in shaping individuals, culture and community for good
- Celebrate diverse backgrounds, values and characteristics in their work
- Develop their own values and sense of identity through their work
- Demonstrate understanding of people with different beliefs and perspectives
- Challenge stereotypes

Assessments:

At the end of every term there is a formal assessment. Assessments include individual and or pair tasks; students are encouraged to evaluate their knowledge and understanding of different artist/architects/designers/craftsmen; develop and improve their skills using a range of materials and process. Assessments are interleaved and each assesses students' ability in one of the following areas: drawing, analysis, experimentation of materials and final responses (AO1 –AO4).

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
Autumn 1 The formal elements	<p>Line Tone Texture (Shape Form Mark-making) Key concepts: #1 #2</p> <p>Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p> <p>Record: Recording Ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Observe and investigate the use of formal elements in their work and the work of others. ○ Be able to recognise and describe how line, tone and mark making(texture) can be used to express different ideas ○ Drawing/printing skills: observation/accuracy/control (and expression)/weight of line/how to see, use and understand tone/how to use mark making to convey texture (mood/feeling/qualities and subtleties of making marks) ○ Processes: Basic printing skills: mono-printing/frottage/collage/other mark making materials and tools investigated/enlarge e.g. grid method ○ Use different tools to record different types of line, tone and texture representative of intentions. ○ Describe ideas using subject terminology – ‘what’ – using the language ○ Record ideas and investigations with increasing levels of control and intention ○ Evaluate response 	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points
Autumn 2 The formal elements	<p>Texture Shape Colour (Proportion Scale) Key concepts: #1 #2</p> <p>Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p>	<ul style="list-style-type: none"> ○ Identify and describe the use of formal elements in their work and the work of others. ○ Recognise how artists have used formal elements in different ways throughout art history – genres/traditions – begin to identify periods of time when work was created through recognition of how formal elements are used ○ Drawing/painting skills: observation/accuracy/texture through mark making ○ Colour theory: how colour works/how to mix and use colour, brushes and other tools ○ Application of colour theory: colour blending/painting/ analogous and contrasting colour 	Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points

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	<p>Record: Recording Ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Processes: Accuracy and control with painting techniques/colour mixing/colour blending/painting techniques – mark making/mixed media (e.g. using a ground) ○ Use different tools to record tone (value), texture (mark making), colour representative of intentions. ○ Describe colour and relative intention ○ Describe ideas using subject terminology ○ Develop an outcome using techniques and skills practiced with control and accuracy ○ Evaluate response 	
<p>Spring 1</p>	<p>Colour Pattern Composition <u>Key concepts: #1 #2 #3</u></p> <p>Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p> <p>Record: Recording Ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Analyse and evaluate the use of formal elements in their work and the work of others. ○ Investigating work from Western or non-western cultures, learning how to read works of art/design and decode intention, purpose and aesthetic ○ Application of colour theory: colour blending, painting/analogous and contrasting colour – significance of colour and its representations ○ Pattern making: use geometry, symmetry, (tessellation) - creating repeat designs from a motif. Experiment with layout (composition) ○ Develop and refine ideas ○ Processes: trace and transfer/printing (e.g. polystyrene)/colour selection/cut/make multiples/refine ○ Use different tools to record different types of line to create pattern from a motif representative of intentions. ○ Describe ideas using subject terminology – ‘how’ ○ Develop a series of ideas ○ Select an idea to resolve ○ Develop an outcome using skills and techniques practiced with control and accuracy ○ Evaluate response 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points</p>
<p>Spring 2 The formal elements</p>	<p>Colour Pattern Composition <u>Key concepts: #2 #3</u></p> <p>Thinking: Investigating contextual references/critical thinking</p>	<ul style="list-style-type: none"> ○ Understand how the use of formal elements in the work of others relates to their own. ○ Describe how artists have used formal elements in different ways throughout art history – genres/traditions – begin to describe periods of time/demonstrate understanding of when/where work was created through recognition of how formal elements are used 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at</p>



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	<p>Exploring: Media/materials/ techniques /processes</p> <p>Record: Recording Ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Experience different materials and ways of working: develop technical skills ○ Use photography: (viewfinder skills) to identify, capture and use in design work ○ Example of Processes: Use I pads as a capturing and design tool/create a stencil/use a stencil (2 or more colour to stretch HPA+)/register a print/cut/colour selection/paint/print (potential textile process where possible) ○ Use different tools to record different motifs representative of intentions. ○ Describe ideas using subject terminology ○ Record ideas, investigations and refinements with increasing levels of discernment ○ Devise and make outcomes (multiples)using skills and techniques practiced with control and accuracy ○ Evaluate response 	<p>designated points</p>
<p>Summer 1 The formal elements</p>	<p><u>Form Perspective (3D elements)</u> <u>Key concepts: #1 #2 #3</u> Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p> <p>Record: Recording Ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none"> ○ Articulate how the use of formal elements in the work of others relates to their own. ○ Consider the ‘story’ in their work using art language ○ ‘Drawing’: from different viewpoints consider perspective ○ (Ceramic) building skills, incorporate pattern and texture: impressing, make in relief, incise, simple construction techniques ○ Processes: Use I pads to create primary sources/drawing: weight of line, mark making/trace and transfer/3D making techniques –e.g. joining ○ Use different tools to record different types of line/marks representative of intentions – tell a story. ○ Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’ ○ Record ideas, investigations and refinements with increasing levels of discernment ○ Devise, develop and make an outcome using skills and techniques practiced with control and accuracy ○ Evaluate response 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points</p>
<p>Summer 2 The formal elements</p>	<p><u>Form: Simple relief</u> <u>Key concepts: #1 #2 #3 #4</u> Thinking: Investigating contextual references/critical thinking</p> <p>Exploring: Media/materials/ techniques /processes</p>	<ul style="list-style-type: none"> ○ Articulate how the use of formal elements in the work of others relates to their own using key terminology. ○ Articulate the ‘story’ in their own work using art language ○ (Ceramic) building skills: incorporate pattern and texture: impressing, make in relief, incise, simple construction techniques 	<p>Verbal, formative assessment building to summative assessment on portfolio of evidence</p>



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	<p>Record: Recording Ideas</p> <p>Making: Personal response/realising intentions</p>	<ul style="list-style-type: none">○ Processes: use primary sources/drawing: weight of line/trace and transfer/3D making techniques/3D embellishment techniques○ Evaluate and review work.○ Use key terminology in describing, interpreting and evaluating work○ Record ideas, investigations and refinements demonstrating clarity in decision making○ Make outcomes using skills and techniques practiced with control and accuracy○ Evaluate response <p>EOY assessment: based on all work used skills used throughout the year</p>	<p>EOY Assessment</p>
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