



Sackville School Art Curriculum - Year 7

TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	The Formal Elements and Insects	Students will start their art lessons in secondary school looking at the basic “ingredients” of art known as the formal elements. They will get to know how they use line shape, tone, texture, pattern and colour successfully to create art work. They will explore the use of insects and bugs as a means of inspiration for their artwork.	The formal elements are the foundation of arts education and in order to succeed in understanding the subject and making successful work students should start the year covering these in depth. The addition of using insects/bugs makes for an exciting and engaging topic.	Students should end the first term of year 7 with the basic knowledge of the formal elements which will ultimately help them with every future art project.	Students final outcomes and prep work will be graded holistically at the end of the project against the key stage 3 assessment criteria.
Aut 2	The Formal Elements and Insects				
Spr 1	Colour Theory and Pop Art	Although colour counts as a formal element, it is such a broad area to cover that it definitely needs its own project and term to explore it properly. They will do this through Pop art inspired by artists such as Peter Blake’s use of composition, logos and patterns.	Having covered colour briefly in the first term the students need a long stretch of time to ensure they understand not only colour theory, but also how to mix paints and which colours work well together. This project then segues nicely into the next term where colour is also a feature.	Unlike the first project which mostly focuses on the use of tone and textures in drawing, this project allows them to explore how powerful good use of colour can be in art and the connotations that are associated with each of them.	Students final outcomes and prep work will be graded holistically at the end of the project against the key stage 3 assessment criteria.
Spr 2	Colour Theory and Pop Art				
Sum 1	Abstraction, Patterns and Sculpture	Having spent the rest of the year looking at identifiable contexts in art, this project introduces them to the use of abstraction in art. They will look at artists that were at the forefront of abstract art movements and how just using shapes, lines, patterns and colours can express all sorts of concepts and emotions.	Abstract art, patterns and sculpture is a good fun and exploratory project which feels as though it fits in well at the end of the school year. Students also engage in the art of zentangle which explores the use of pattern, calligraphy and meditation. There is also the potential for some outdoor sculptural work.	Students understand that art does not always have to look like something recognisable. They can refer to artists that use abstraction in their work and what this could potentially be trying to say to the viewer.	Students final outcomes and prep work will be graded holistically at the end of the project against the key stage 3 assessment criteria.
Sum 2	Abstraction, Patterns and Sculpture				

Links to L4L Curriculum and Gatsby Benchmarks: mental health, meditation, mindfulness

