

## Art Year 7 Long Term Plan

Key: **Recap/Retrieval**  
**Rigour (Vocabulary/Disciplinary knowledge/Reading/Careers)**  
**Cultural Capital/SMSC**  
**Numeracy**  
**Cross Curricular**

Week/ Lesson	Term	Topic	Knowledge	Skills
1	<b>Autumn T1</b> <b>Project 1:</b> <b>Elements of Art</b> <i>*Summative Assessment dates TBC</i>	Initial Assessment	<ul style="list-style-type: none"> <li>Understanding of pupils prior knowledge</li> </ul>	<b>Complex activity:</b> <b>Writing genre:</b> The assessment covers tone and shading, general art history knowledge, analysing artist research & evaluation of first hand work.
2		Elements of Art: Tone	<ul style="list-style-type: none"> <li>Understand the 'Elements of Art'</li> <li>Understand the formal element of 'Tone' within Art &amp; Design</li> </ul>	<b>Complex activity:</b> Create an experimentation blend from light to dark <b>Writing genre:</b> 'Understanding the elements of art' (Reading focus)
3			<ul style="list-style-type: none"> <li>Understand the formal element of 'Tone' within Art &amp; Design</li> <li>Bi-Weekly evaluation</li> </ul>	<b>Complex activity:</b> Creation of perspective drawing, through 3D Illusion (Preparation for personal evaluation) <b>Writing Genre:</b> Personal evaluation of student findings. (Vocabulary focus)
4		Elements of Art: Colour & Science	<ul style="list-style-type: none"> <li>Reteach the 'Elements of Art'</li> <li>Understand the formal element of 'Colour' within Art &amp; Design (General</li> </ul>	<b>Writing genre:</b> 'History of Culture & Colour' (Reading and careers focus)

			knowledge in history of colour)	
5			<ul style="list-style-type: none"> <li>Understand the formal element of 'Colour' within Art &amp; Design (Primary &amp; secondary colour wheel)</li> <li>Bi-Weekly evaluation</li> </ul>	<p><b>Complex activity:</b> Creation a primary and secondary colour wheel (Preparation for personal evaluation)</p> <p><b>Writing Genre:</b> Personal evaluation of student findings. (Vocabulary focus)</p>
6		Elements of Art: Texture & Mark Making	<ul style="list-style-type: none"> <li>Reteach the 'Elements of Art'</li> <li>Understand the formal element of 'Texture' within Art &amp; Design.</li> </ul>	<p><b>Complex activity:</b> Create a texture page within sketchbook</p> <p><b>Writing genre:</b> Texture within Art</p>
7			<ul style="list-style-type: none"> <li>Understand the formal element of 'Mark Making' within Art &amp; Design</li> <li>Bi-Weekly evaluation</li> </ul>	<p><b>Complex activity:</b> Mark Making Experimentation (Preparation for personal evaluation)</p> <p><b>Writing genre:</b> Mark Making within Art</p>
8		Elements of Art: Form, Space, Line & Shape	<ul style="list-style-type: none"> <li>Recap the 'Elements of Art'</li> <li>Understand the formal elements of 'Form &amp; Line' within Art &amp; Design.</li> </ul>	<p><b>Complex activity:</b> Creation of a line drawing of a specific object (To later relate to an artist work) (Preparation for personal evaluation)</p> <p><b>Writing genre:</b> 'History of Form &amp; Line' (Reading focus)</p>
9	Autumn T2		<ul style="list-style-type: none"> <li>Understand the formal elements of 'Shape &amp; Space' within Art &amp; Design</li> <li>Bi-Weekly evaluation</li> </ul>	<p><b>Complex activity:</b> Creation of a line drawing of a specific object continued (To later relate to an Artist Research task in Week 10) (Preparation for personal evaluation)</p> <p><b>Writing Genre:</b> 'History of Shape &amp; Space' (Reading focus)</p> <p>Personal evaluation of student findings. (Vocabulary focus)</p>

10		Elements of Art: Artist Research - MC Escher	<ul style="list-style-type: none"> <li>Recap the 'Elements of Art'</li> <li>Understand the history of MC Escher &amp; the process behind the artwork. In question.</li> </ul>	<p><b>Complex activity:</b> To replicate an artwork from MC Escher mentioned in Week 9 - <b>Planning.</b></p> <p><b>Writing genre:</b> 'History of Selected Artist' <b>(Reading focus)</b></p>
11		<i>Summative Assessment (DD 1)</i>	<ul style="list-style-type: none"> <li>Understand the history of MC Escher &amp; the process behind the artwork. In question.</li> </ul>	<p><b>Complex activity:</b> To replicate an artwork from MC Escher mentioned in Week 9 - <b>Planning.</b></p> <p><b>Discuss levels in art assessment</b></p> <p><b>Writing genre:</b> <b>Personal evaluation of student findings. (Vocabulary focus)</b></p>
12		Elements of Art: Mixed Media	<ul style="list-style-type: none"> <li>Recap the 'Elements of Art' &amp; History of MC Escher</li> <li>Understand use of paint and its key features.</li> </ul>	<p><b>Complex activity:</b> <b>To produce a paint based experimentation.</b> – Planning</p>
13			<ul style="list-style-type: none"> <li>Understand use of paint and its key features</li> </ul>	<p><b>Complex activity:</b> To replicate an artwork from MC Escher - Painting</p>
14				<p><b>Complex activity</b> To replicate an artwork from MC Escher - Painting</p>
15		Elements of Art: Reflection & Evaluation	<ul style="list-style-type: none"> <li>Understand how to produce a strong evaluation.</li> </ul>	<p><b>Complex activity &amp; writing genre:</b> <b>Personal evaluation of student findings.</b> – Using a writing frame and leading questions to formulate an appropriate response to visual language displayed.</p> <p><b>(Vocabulary &amp; reading focus)</b></p>

16	Spring T1 Project 2: Culture & Identity	Culture & Identity: Indian Art	<ul style="list-style-type: none"> <li>Recap the 'Elements of Art'</li> <li>Understand the principles to 'Culture in Art'</li> <li>Understand the visual principles &amp; features to 'Indian Art'</li> </ul>	<b>Writing genre:</b> 'What does Culture mean?' <i>(Reading focus)</i> 'What is Indian Art?' <i>(Reading focus)</i>
17			<ul style="list-style-type: none"> <li>Display a visual understanding of 'Indian Art'</li> </ul>	<b>Complex activity:</b> Creation of Indian Art – <b>Planning</b> & Coloured Pencil (Preparation for personal evaluation)
18			<ul style="list-style-type: none"> <li>Display a visual understanding of 'Indian Art'</li> </ul>	<b>Complex activity:</b> Creation of Indian Art continued – Coloured Pencil (Preparation for personal evaluation) <b>Writing Genre:</b> Personal evaluation of student findings. <i>(Vocabulary focus)</i>
19	Spring T2	Culture & Identity: Arabic Geometric Pattern	<ul style="list-style-type: none"> <li>Recap 'Sikh Art'</li> <li>Understand the visual principles &amp; features to 'Arabic Geometric Pattern Art'</li> </ul>	<b>Writing genre:</b> 'What is Arabic Geometric Pattern?' <i>(Reading focus)</i>
20			<ul style="list-style-type: none"> <li>Understand the visual principles &amp; features to 'Arabic Geometric Pattern Art'</li> <li>Bi-Weekly evaluation</li> </ul>	<b>Complex activity:</b> Creation of Arabic Geometric Pattern - <b>Planning</b> (Preparation for personal evaluation) <b>Writing Genre:</b> Personal evaluation of student findings. <i>(Vocabulary focus)</i>
21			<ul style="list-style-type: none"> <li>Understand the visual principles &amp; features to 'Arabic Geometric Pattern Art'</li> </ul>	<b>Complex activity:</b> Creation of Arabic Geometric Pattern continued – Watercolour Painting (Preparation for personal evaluation)

22		<i>Summative Assessment (DD 2)</i>	<ul style="list-style-type: none"> <li>Understand the visual principles &amp; features to 'Arabic Geometric Pattern Art'</li> </ul>	<p><b>Complex activity:</b> Creation of Arabic Geometric Pattern – Watercolour Painting (Preparation for personal evaluation)</p> <p>Discuss levels in art assessment.</p> <p><b>Writing Genre:</b> Personal evaluation of student findings. (<i>Vocabulary focus</i>)</p>
23		Culture & Identity: Aboriginal Art	<ul style="list-style-type: none"> <li>Recap "Arabic Geometric Pattern"</li> <li>Understand the visual principles &amp; features to 'Aboriginal Art'</li> </ul>	<p><b>Writing genre:</b> 'What is Aboriginal Art?' (<i>Reading focus</i>)</p>
24			<ul style="list-style-type: none"> <li>Understand the visual principles &amp; features to 'Aboriginal Art'</li> <li>Bi-Weekly evaluation</li> </ul>	<p><b>Complex activity:</b> Creation of Aboriginal Art - Planning (Preparation for personal evaluation)</p> <p><b>Writing Genre:</b> Personal evaluation of student findings. (<i>Vocabulary focus</i>)</p>
25			<ul style="list-style-type: none"> <li>Understand the visual principles &amp; features to 'Aboriginal Art'</li> </ul>	<p><b>Complex activity:</b> Creation of Aboriginal Art continued – Watercolour Painting (Preparation for personal evaluation)</p>
26			<ul style="list-style-type: none"> <li>Understand the visual principles &amp; features to 'Aboriginal Art'</li> </ul>	<p><b>Complex activity:</b> Creation of Aboriginal Art continued – Mark Making (Preparation for personal evaluation)</p> <p><b>Writing Genre:</b> Personal evaluation of student findings. (<i>Vocabulary focus</i>)</p>
27	Summer T1 Project 3: 3 Artists	3 Artists: Paula Scher	<ul style="list-style-type: none"> <li>Recap "Culture" &amp; 3 topics covered.</li> <li>To understand the history behind Paula Scher's work.</li> <li>To understand the theory behind Paula Scher's work.</li> </ul>	<p><b>Complex activity:</b> Research task on Paula Scher and specific work, explored by students in Week 28 &amp; 29.</p> <p><b>Writing genre:</b> 'Who is Paula Scher?' (<i>Reading focus</i>)</p>

			<ul style="list-style-type: none"> <li>To understand the visual language within Paula Scher's work.</li> </ul>	
28			<ul style="list-style-type: none"> <li>To understand the history behind Paula Scher's work.</li> </ul>	<b>Complex activity:</b> Creation of Paula Scher production - <b>Planning</b> of Map (Preparation for personal evaluation)
29			<ul style="list-style-type: none"> <li>To understand the theory behind Paula Scher's work.</li> </ul>	<b>Complex activity:</b> Creation of Paula Scher production – <b>Coloured Pencil Map</b> (Preparation for personal evaluation)
30		<i>Summative Assessment (DD 3)</i>	To understand the visual language within Paula Scher's work.	<b>Complex activity:</b> Creation of Paula Scher production – <b>Coloured Pencil Map</b> (Preparation for personal evaluation) <b>Discuss levels in art assessment.</b> <b>Writing Genre:</b> Personal evaluation of student findings. ( <i>Vocabulary focus</i> )
31		3 Artists: Banksy	<ul style="list-style-type: none"> <li><b>Recap "Culture" &amp; 3 topics covered.</b></li> <li>To understand the history behind Banksy's work.</li> <li>To understand the theory behind Banksy's work.</li> <li>To understand the visual language within Banksy's work.</li> </ul>	<b>Complex activity:</b> Research task on Banksy and specific work, explored by students in Week 32 & 33. <b>Writing genre:</b> 'Who is Banksy?' ( <i>Reading focus</i> )
32			<ul style="list-style-type: none"> <li>To understand the history behind Banksy's work.</li> </ul>	<b>Complex activity:</b> Creation of Banksy production - <b>Planning</b> (Preparation for personal evaluation)

33	Summer T2		<ul style="list-style-type: none"> <li>To understand the theory behind Banksy's work.</li> </ul>	<b>Complex activity:</b> Creation of Banksy inspired "Tag" production – Felt Tip (Preparation for personal evaluation)
34			<ul style="list-style-type: none"> <li>To understand the visual language within Banksy's work.</li> </ul>	<b>Complex activity:</b> Creation of Banksy inspired "Tag" production 2 – Computer ( <a href="https://www.tate.org.uk/kids/games-quizzes/street-art">https://www.tate.org.uk/kids/games-quizzes/street-art</a> ) (Preparation for personal evaluation) Discuss levels in art assessment. <b>Writing Genre:</b> Personal evaluation of student findings. ( <i>Vocabulary focus</i> )
35		3 Artists: George Seurat	<ul style="list-style-type: none"> <li><b>Recap "Culture" &amp; 3 topics covered</b></li> <li>To understand the history behind George Seurat's work.</li> <li>To understand the theory behind George Seurat's work.</li> <li>To understand the visual language within George Seurat's work.</li> </ul>	<b>Complex activity:</b> Research task on George Seurat and specific work, explored by students in Week 36 & 37. <b>Writing genre:</b> 'Who is George Seurat and what is Pointillism?' ( <i>Reading focus</i> )
36			<ul style="list-style-type: none"> <li>To understand the history behind George Seurat's work.</li> </ul>	<b>Complex activity:</b> Creation of George Seurat production - <b>Planning</b> (Preparation for personal evaluation)
37			<ul style="list-style-type: none"> <li>To understand the theory behind George Seurat's work.</li> </ul>	<b>Complex activity:</b> Creation of George Seurat production – Paint & Cotton Buds (Preparation for personal evaluation)

38		<i>Summative Assessment (DD 4)</i>	<ul style="list-style-type: none"> <li>To understand the visual language within George Seurat's work.</li> </ul>	<b>Complex activity: Creation of George Seurat production –Paint &amp; Cotton Buds</b> (Preparation for personal evaluation) Discuss levels in art assessment.
39		Year 8 – Pop Art (Term 1)	<ul style="list-style-type: none"> <li>Recap the 'Elements of Art'</li> </ul>	<b>Writing genre:</b> 'What does Culture mean?' (Reading focus)
40			<ul style="list-style-type: none"> <li>Understand the visual principles &amp; features to 'Pop Art'</li> </ul>	'What is Pop Art?' (Reading focus)