

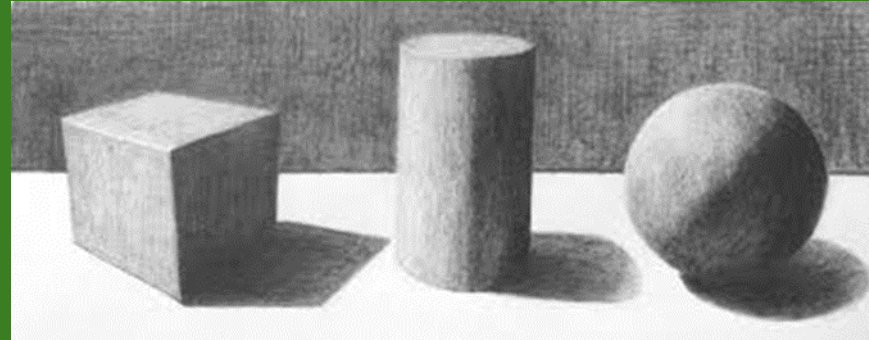
**Subject: Art**

**Year 7 Autumn Term**

**Time of Assessment**  
**Week beginning October 21<sup>st</sup> / November 4<sup>th</sup>**

**Knowledge to be Assessed:**

Students will learn the properties of a graphite pencil and the five basic rules of shading. The students will learn how to use various pressures to create a range of tones. They will continue to practise working with a HB pencil. The students will also be introduced to working with a 2B pencil and compared the difference, tonally, between HB and 2B pencils.



**Skills to be assessed:**

The students should have an understanding about tone and form. They should be able to make objects and line drawn observations appear 3D through tonal shading techniques and mark making techniques.

**Resources to help Revision:**

[8 Shading Techniques and How to Pick The Best One \(youtube.com\)](#)

[Pencil Drawing Techniques \(youtube.com\)](#)

[Roy Lichtenstein, Red Lamps, 1990, Lithograph \(masterworksfineart.com\)](#)

[Roy Lichtenstein Explosion \(Signed Print\) 1967 \(myartbroker.com\)](#)

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
You have used a limited range of tonal and mark making techniques, with limited technical control.	You have used different types of tonal and mark making with basic but growing technical control.	You have used appropriate types of tonal and mark making with satisfactory technical control.	You have used a good range of tonal and mark making with strong technical control.	You have used an excellent range of tonal and mark making with assured and confident technical control.

**Subject: Art**

**Year 7 Autumn Term**

**Time of Assessment**  
**Week beginning December 9th /**  
**December 16th**

**Knowledge to be Assessed:**

The students will be introduced to the basics of painting. The students will learn how to use a paintbrush properly and how to control it. They will be taught about the primary colours and how to mix them to create secondary colours. Students will be taught how to experiment blending techniques to create a range of hues, created by mixing the primary colours together.



**Skills to be assessed:**

The students should understand about primary and secondary colours. They should have the knowledge and understanding of how to blend primary colours to create a range of secondary hues.

The students should have a sound understanding of how to control a paintbrush.

**Resources to help Revision:**

[COLOR THEORY BASICS: Use the Color Wheel & Color Harmonies to Choose Colors that Work Well Together \(youtube.com\)](#)

[The Colored Pencil Exercise That Changed My Life – YouTube](#)

[5 Easy & Essential Watercolor Techniques For Beginners \(youtube.com\)](#)

[Color Meanings - The Symbolism and Power of Colors in Our Lives \(color-meanings.com\)](#)

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
You have used a limited range of hues and blending techniques, with limited technical control.	You have a basic range of hues and blending techniques with basic but growing technical control.	You have a pleasing range of hues and blending techniques with satisfactory technical control.	You have a bold range of hues and blending techniques with strong technical control.	You have used an excellent range of hues and blending techniques with confident technical control.

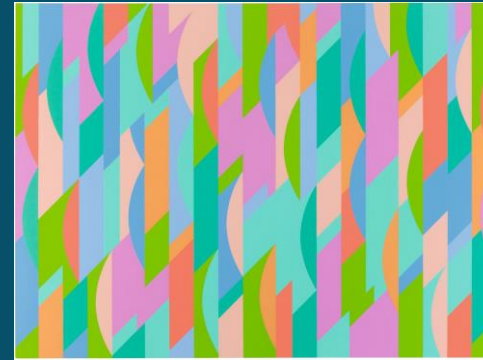
**Subject: Art**

**Year 7 Spring Term 1**

**Time of Assessment**  
**Week beginning January 27<sup>th</sup> / February 10<sup>th</sup>**

**Knowledge to be Assessed:**

With reference to Bridget Riley's Curve paintings and Op Artwork, the students will use the letters of their names from which they will be shown how to transfer each letter, onto an A2 sheet, overlapping them and then breaking up their page into fragmented sections. The students will select individual colours to fill in the various sections on their Op Art style designs. Here the students will strengthen their brush control and experience of mixing and applying paint. Finally, the students will work into the images with coloured pencils, using tonal shading and mark making techniques that they learnt in earlier lessons.



**Skills to be assessed:**

The students should be able to show an understanding about Op Art . They should be able to employ their understanding of how to blend primary colours to create a range of secondary hues.

The students should have a sound understanding of how to control a paintbrush, tonal shading and mark making techniques.

**Resources to help Revision:**

[Bridget Riley born 1931 | Tate](#)

[The Science of Seeing: Understanding Bridget Riley's Artistic Techniques | MyArtBroker | Article](#)

[Art Lessons for Students: Bridget Riley Op Art \(youtube.com\)](#)

[15 Mind Blowing Optical illusions and Strange Visual Phenomena \(youtube.com\)](#)

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
You have created a final piece using limited skills, that has shown some connection to the theme.	You have created a piece that shows some understanding. You have shown basic connections to the selected artist's style.	You have created a satisfactory piece that shows pleasing technical skills and connections to the selected artist's style.	You have created a strong piece showing good technical skill and the connections to the selected artist's style.	You have created a skilful piece that shows a great understanding, use of media and connections to the selected artist's style.

**Subject: Art**

**Year 7 Spring Term 2**

**Time of Assessment**  
**Week beginning May 26th**

**Knowledge to be Assessed:**

The students will learn about Abstraction, through the work of a series of practicing sculptors. The students will further their understanding of Abstraction by looking at various owls and, through making connections with several of the shown sculpture pieces and designs by other artists, they will design their own abstract owl. Using basic geometric shapes, the students will experiment with abstraction. This design will be developed into a personal realised sculpture using modroc, cardboard and acrylic paint.



**Skills to be assessed:**

The students should be able to show an understanding about Abstract Art . They should be able to employ their understanding of how to abstract and exploit shapes, colours and patterns to create their own personal abstract design based on a range of owl species.

**Resources to help Revision:**

[What is Abstract Art ? 🎨 | Art History for Kids \(youtube.com\)](#)

[\(104\) Pinterest](#)

[Owl Sculpture Artworks | Saatchi Art](#)

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
You have created a design using limited skills, that has shown some connection to the theme.	You have created a design that shows some understanding. You have shown basic connections to the selected artist's styles and abstraction.	You have created a satisfactory design that shows pleasing technical skills and connections to the selected artist's style and abstraction.	You have created a strong design showing good technical skill and the connections to the selected artist's style and abstraction.	You have created a skilful design that shows a great understanding, use of media and connections to the selected artist's style and abstraction.

## Subject: Art

## Year 7 Summer Term

**Time of Assessment**  
Week beginning June 30<sup>th</sup> / July 14<sup>th</sup>

### Knowledge to be Assessed:

The students will learn how to shape, manipulate and create strong surface area to form the main body that they have designed in their previous lessons. The students will also learn about negative spaces and how to use the to create depth and focal interest in their work. The students will learn how to use the 'stippling' technique to ensure an even coat on an uneven surface. The students will also learn how to blend their colours using the wet on wet or dry brushing techniques.

The students will complete their Abstract Owls by adding their final pattern design and any other finer details, using acrylic paint.



### Skills to be assessed:

The students should be able to show an understanding about how to use modroc to create a strong surface . They should understand how to apply and use acrylic paint and the use of the stippling technique to evenly cover an uneven surface. The students should be able to show an understanding of blending colours and using wet on wet painting techniques.

### Resources to help Revision:

[How to use Mod Roc \(youtube.com\)](https://www.youtube.com/watch?v=...)

[Canvas Painting 101: Stipple \(youtube.com\)](https://www.youtube.com/watch?v=...)

[How to Blend Acrylic Paint - 3 Blending Techniques for Beginners – Painting Tutorial \(youtube.com\)](https://www.youtube.com/watch?v=...)

### Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
You have created a final piece using limited skills, that has shown some connection to the theme.	You have created a piece that shows some understanding. You have shown basic connections to the selected artist's style.	You have created a satisfactory piece that shows pleasing technical skills and connections to the selected artist's style.	You have created a strong piece showing good technical skill and the connections to the selected artist's style.	You have created a skilful piece that shows a great understanding, use of media and connections to the selected artist's style.