

Year 7 <ART> Term 1 <Foundation Skills>



Students are learning about the formal elements ('core skills') in Art, and how to apply them to creative tasks. We use the core skills as the framework around which we design and build all of our art projects. The premise of this approach is that ideas can be realised if the core skills can be fully understood and mastered. Think of it like the times tables of Maths - the subject becomes fully accessible. We examine each core skill in turn, observing and appreciating how various artists use each core skill in different ways, before practising it for ourselves. We are equipping students to show what they see before them or in their imagination in visual form.

Previous topic: n/a

Next topic: Either 'Landscapes' or 'Monsters'

Core knowledge/skills/concepts

- An understanding of Art's place in the curriculum and the wider world around us.
- An introduction to the work of historical and contemporary artists: Cy Twombly, Van Gogh, Henry Moore & Frank Auerbach.
- Knowledge and practice of 'core skills': line, tone, texture, colour, composition and analysis & understanding. This builds and extends on KS2 experiences.
- Build confidence and knowhow in the application of 'core skills', linked to observational drawing, idea recording, planning and idea development.
- Learn from the work of Beatriz Milhazes - using artist references to generate a colour composition.
- Embed the properties and characteristics of pencil, pencil crayon, water colour paint and acrylic paint.

Year 7 <Art>

Term 1 <Foundation Project>



Essential vocabulary

Core skills / tone / texture / line / colour / composition

Threshold concepts

An improved ability to choose the correct technique or method to respond in a visual way

An improved ability to control specific mark making tools and media

An improved ability to make creative decisions

An improved confidence to interpret what one sees and apply core skills to visualise it

Opportunities for reading

How and when will the core learning be assessed?

Formative assessment to inform responsive teaching and TRIO opportunities as well as summative assessment.

Links to other topics/subjects