

# Year 7 <Art>

## Term 1 <Monsters>



Students are learning for the first time how to produce a body of work that constitutes a project over a prolonged period of time (two terms). It involves a project process that culminates in a final piece, with every task along the journey practising one or more of the core skills (formal elements of Art). 'Monsters' allows students to use the core skills and their imagination and creativity, and includes a number of 2d pieces to prepare students for a clay final outcome.

**Previous topic: Foundation Skills**

**Next topic: Landscapes (yr7) OR Portraiture (yr 8)**

### **Core knowledge/skills/concepts**

- A brief, essential understanding of the history of ceramic art, with reference to 4 different ceramic artists but in depth connections to contemporary practice and the art of James DeRosso.
- Introduction to basic art analysis and evaluation, examining the work of several artists. Increased depth for the work of James DeRosso. Regular opportunity to form one's own opinion of relevant imagery, encouraging personal interpretation. Key vocabulary identified throughout.
- Key learning applies core skills learned in foundation terms (1 and 2) to a specific discipline - Design work and hand building of clay Monsters. Project focuses on drawing / painting / design and analysis. Design work and hand building are two additional areas of key learning.
- Timeline, selected artists and associated styles of ceramic art explored early in the project. DeRosso is one of the world's recognised ceramic artists.
- A timeline depicting the uses of varying use of ceramics within different cultures
- Properties of clay and watercolour paints

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### Essential vocabulary

- Core skills / tone / texture / line / colour / composition
- Specific terminology concerning ceramics

### 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