

Year 7 <Art>

Term 1 <Landscapes>



Students are learning about one of the oldest genres in the history of Art. This project asks students 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). 'Landscapes' teaches students the representation of distance in 2d form, and allows students to use the core skills to show their imagination and observation skills in landscapes of their locality.

Previous topic: Foundation Skills

Next topic: Monsters (y7) OR Portraiture (Y8)

Core knowledge/skills/concepts

- A brief, essential understanding of the history of landscape art, with reference to 4 different artists but in depth connections to contemporary practice and the art of David Hockney.
- Build on / intro to basic art analysis and evaluation, examining the work of several artists. Increased depth for the work of Hockney. Regular opportunity to form one's own opinion of relevant imagery, encouraging personal interpretation. Key vocabulary identified throughout.
- Key learning applies core skills. Project focuses on drawing / painting / design / photography and analysis.
- Timeline, selected artists and associated styles of landscape art explored early in the project. Hockney is one of the world's most celebrated artists, especially in depicting the landscapes of Britain.
- A timeline depicting the uses of varying representation of landscapes within different cultures.



Essential vocabulary

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

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

Curriculum 'Glossary' and guidance



Students are learning about..... at this point in Year 7 because...

The 'why this and why now?' question

Previous topic: To support understanding of how the curriculum is sequenced

Next topic:

Core knowledge/skills/concepts

Aspects that must be known without compromise and retained in the long-term memory (think of it as a checklist for teachers and students to work towards securing)

Essential vocabulary

Tier 2 as well as Tier 3

Tier 2= valuable academic words that appear across the school curriculum e.g evaluate, authority, indicate (our 'word of the week' comes for Tier 2 vocabulary lists)

Tier 3= subject specific vocabulary

Threshold concepts

'Gateway' concepts that are essential for students to be able to progress onto more complex ideas. In other words, they require mastery before moving onto other concepts.

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

(we will create time to come together to really explore these)