

	Year:7 Subject: ART IMPLEMENTATION				
INTENT (including key concepts and skills)	Term 1 Henri Rousseau Context: Artist research and observational drawing Key Vocabulary: Observational, shade, tone, texture, pattern. Cultural Capital: Context of art movement and understanding that not all artists were formally trained.	Term 2 Michael Craig-Martin, Monet, Van Gogh, Seurat Context: Artist research and painting Key Vocabulary: Monochromatic, blending, elements, pointillism, composition, post impressionism, impressionist. Prior Learning / LTM: Artist research and observational drawing Cultural Capital: Understanding art movements and their influence.	Term 3 Naum Gabo Context: Artist research, sculpture and cardboard relief. Key Vocabulary: 2D and 3D dimensional, sculpture, maquette, composition. Prior Learning / LTM: Artist research and painting Cultural Capital Exploring art movement and understanding 3D skills in an abstract manner.	Term 4 Kandinsky, Matisse, Op Art, Bridget Riley, Victor Vasarely, Hindu and Celtic Design Context: Artist research, collage, watercolours and press printing Key Vocabulary: Abstract art, post impressionism, expressionism, composition. Prior Learning / LTM: Artist research and sculpture. Cultural Capital Hindu and Celtic design.	Term 5 Dali, Rene Magritte, Max Ernst, Surrealist Artists. Context: Artist research and Surrealism. Key Vocabulary: Surrealism, Landscape, Art Movement. Prior Learning / LTM: Artist research, collage, watercolours and press printing. Cultural Capital Application and understanding of art movements and the influence this has had on modern art movements.
Developing observation skills.	X	X	X	X	X
Drawing with accuracy	X	X	X	X	X
Working with shade, light, tone, texture, line, shape and pattern.	X	X		X	X
Fine liners, collage, blending, pencil crayons, oil pastels and watercolours.	X	X		X	
Artist research	X	X	X	X	X
Making images with a range of 2D and 3D media	X	X	X	X	X
Develop skills in visual communication	X	X	X	X	X
Working independently to make a unique creative response	X	X	X		

Demonstrate understanding of social, historical, cultural and moral factors in art.	X	X	X	X	X
Objective self-evaluation	X	X	X	X	X
IMPACT	<p>Assessment: Production of portfolio of work and development of a personal response. SOW links to GCSE assessment objectives.</p> <p>Progression to KS4: SOW links to GCSE assessment objectives allowing students to develop ideas in the manner which is expected in KS4 projects.</p>	<p>Assessment: Production of portfolio of work and development of a personal response. SOW links to GCSE assessment objectives.</p> <p>Progression to KS4: SOW links to GCSE assessment objectives allowing students to develop ideas in the manner which is expected in KS4 projects.</p>	<p>Assessment: Production of portfolio of work and development of a personal response. SOW links to GCSE assessment objectives.</p> <p>Progression to KS4: SOW links to GCSE assessment objectives allowing students to develop ideas in the manner which is expected in KS4 projects.</p>	<p>Assessment: Production of portfolio of work and development of a personal response. SOW links to GCSE assessment objectives.</p> <p>Progression to KS4: SOW links to GCSE assessment objectives allowing students to develop ideas in the manner which is expected in KS4 projects.</p>	<p>Assessment: Production of portfolio of work and development of a personal response. SOW links to GCSE assessment objectives.</p> <p>Progression to KS4: SOW links to GCSE assessment objectives allowing students to develop ideas in the manner which is expected in KS4 projects.</p>

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.