



### Big Question

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| AoLE: Expressive Arts | Subject: Art | Year: 7 - Term 1,2,3 |
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| Big Question / Aim / Objective / Concept     | Vision (Proposed outcome) / Purpose of curriculum   | Prior knowledge / Learners previous knowledge  |
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| What are the formal and fundamentals of art? | During this unit the learners will have the opportunity to build their confidence, experiment with different artistic processes and develop their skill base further. They will use a range of media, materials, and processes as well as artist influences to focus on the visual elements of drawing, painting, printing and mark-making techniques. During the progression the learners will be introduced to a variety of artists to inspire ideas and inform their own creations. There will be a number of outcomes in 2D and 3D using a mix of media including clay. | Basic level and skill of drawing and painting. Some experience with mixed media and working in 3D. Some knowledge of colour theory would be beneficial. Creative thinking and a willingness to work in an artistic manner. |

What does progression look like in this 'Big Question'?

| Progression Indicator | Description of learning (What matters statements)   | Student evidence of progression (Blooms) / Knowledge   |
|-----------------------|---|--|
| Excelling             | <p>I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.</p> <p>I can identify and respond creatively to challenges with resilience and flexibility.</p>   | <p>Learner's progression will be based on outcome. The students will demonstrate a secure understanding of the work and create a personal response.</p> <p>They can invent and develop a sophisticated level of work based on the objectives.</p> <p>They can fully analyse their own and other's work – considering intent, purpose and audience.</p> <p>They can evaluate the effectiveness of their artwork, commenting on how to improve and what makes it successful.</p> <p>They can apply a high level of control into work.</p>                                    |
| Advancing             | <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.</p>   | <p>Learners' progression will be based on outcome. The students will be able to identify the main characteristics of an artist's style and compare it to their own work.</p> <p>They can use oracy to discuss their outcomes, using specific art vocabulary.</p> <p>They can build a portfolio of work demonstrating secure and advancing knowledge and understanding.</p>   |
| Securing              | <p>I can explore the effects that a range of creative techniques, materials, processes, resources, tools and technologies have on my own and others' creative work.</p> <p>I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.</p>   | <p>Learners' progression will be based on outcome. The students will demonstrate and interpret their work by applying the techniques shown and through their own understanding.</p> <p>Learners will be able to repeat the keywords when talking about their own work and the work of others.</p> <p>Learners can implement a variety of marks to describe different textures in the work.</p> <p>Learners can use a variety of media to describe these textures.</p> <p>Learners can break down relevant targets and feedback for their own work and that of others..</p> |
| Beginning             | <p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.</p> <p>I can safely choose and use the correct creative tools and materials with some consideration for others.</p> | <p>Learners' progression will be based on outcome. The students will be able to select and describe the tools and processes they have used to complete the work.</p> <p>Learners can identify different types of lin in a piece of art.</p> <p>Learners can describe different types of marks and textures with a variety of mark-making styles.</p>   |



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|  |  | Learners can identify areas in their own work that need improvement.<br>Learners are beginning to demonstrate a clear understanding of light, midtones and shade.<br>Learners are beginning to implement this in their work. |
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| Authentic learning experiences (Local / National / International)  | Skills (Literacy / Numeracy / DCF) / Cross Curricular links  |
|--|--|
| Different artists (local, national and international) are discussed. Learners are introduced to how professional artists work, their day to day activities and how they make money/a living. | <p><b>Literacy</b> - Learners complete a Literacy Task in which they 'jump into a painting' and write about their experience in a creative and imaginative format.</p> <p><b>Numeracy</b> - Learners look at timelines and the different art movements through history. Learners can find lines of symmetry in a shape. They can find the order of rotation of a shape. Learners can identify if a shape has been rotated, reflected, translated or enlarged. They can reflect, rotate, translate and enlarge shapes.</p> <p><b>DCF</b> - Learners use digital competency to research artist work.</p> |

| Assessment (How will we know that students have learnt what we taught them?)   |  |
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| <p><b>Formative assessment:</b></p> <p>Teacher circulating and verbal feedback.<br/>Q&amp;A discussions on pupils and artist's work.<br/>Gallery walks<br/>Use of art vocabulary<br/>Peer/self-assessment tasks<br/>Creative writing tasks</p> | <p><b>Summative assessment:</b></p> <p>Drawing from first hand observation.<br/>Drawing from secondary sources.<br/>Working in a mix of media.<br/>Working in 3D.<br/>Learning and progress will be assessed on outcome.</p> |