



Big Question

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
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. They can fully analyse their own and other's work – considering intent, purpose and audience. They can evaluate the effectiveness of their artwork, commenting on how to improve and what makes it successful. 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. 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. Learners can use a variety of media to describe these textures. 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. Learners can describe different types of marks and textures with a variety of mark-making styles.</p>



		Learners can identify areas in their own work that need improvement. Learners are beginning to demonstrate a clear understanding of light, midtones and shade. 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>Literacy - 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>Numeracy - 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>DCF - Learners use digital competency to research artist work.</p>

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

Evaluation (to be completed 2024)		
Strengths	Areas for Development	Pupil Voice