



OCL Art Curriculum: Long Term Plan

Year 7 - 'Learn the rules like a pro, so you can break them like an artist.' Pablo Picasso

Core narrative of the year: Experience, observe, understand. **The formal elements** - Developing art language to tell stories.

Core concepts: **Artists tell stories. Artists follow (and break) rules. Artists play with ideas, materials and failure. Art has its own language.**

Principles of Progression:

- **Curricular Narrative** - the skills, knowledge and understanding in Year 7 build in complexity over time
 - **Skills** - starting from the basics of drawing, printmaking and painting using the foundational skills of the formal elements (line(shape), tone(form), texture (mark making), colour) mixing and blending), pattern (motif, symmetry and balance), composition) to learn rules through deliberate and repetitive practice. Starting in 2d developing to 3D (relief). **Learning to work with control and accuracy**
 - **Knowledge** – key terminology of formal elements, colour theory, theory of perspective
 - **Understanding** - beginning with the familiar works of art with familiar narratives to gestural works, works from unfamiliar histories/heritages and works that explore and then stretch familiar ideas
- **Comprehension to critical thinking** – in Year 7, pupils begin to develop their ability to understand and respond to images: to describe what they can see, to explain what they know and to interpret what they think. This is delivered through using the 'See, know, think' model of understanding the work of others
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in the context of discussing their work and the work of others. The vocabulary in Year 7 gives them the ability to access complex notions of storytelling, rules and expression, taking risks and visual language. This language comes from the knowledge organisers that support the core concepts
- **Acquisition and application** – skills will be demonstrated, practised, and applied (I do, we do, you do), taught explicitly and added to over time, practicing learnt skills discreetly in a repeated and deliberate fashion when new skills are added
- **Broadening world knowledge** – students will be immersed as often as possible in the work of others in order that they begin to recognise narrative, style, time and significance. Historical and contemporary references will be used to demonstrate similar themes and ideas
- **Developing character** – students learn about visual culture to develop personal creativity, they are given opportunities and time to explore materials and ideas to develop resilience and the willingness to take appropriate risks and the confidence to express feelings, thoughts and ideas: developing a sense of self

Core documents:

- MTP (academy development from example project plan)
- Vocabulary slides
- Knowledge organiser
- Example project

Year 7	Autumn	Spring	Summer
Core Narrative: The formal elements - Developing art language to tell stories			
Title	Line, tone, texture	Colour, pattern, composition	Form, perspective (3D elements)
Thinking	<ul style="list-style-type: none"> Familiar artists with a clear narrative Less familiar artists with interpretational narrative 	<ul style="list-style-type: none"> Western and non-western works Significance of colour and its place in culture Balance and symmetry 	<ul style="list-style-type: none"> Examples of artworks that explore perspective
Exploring	Drawing/printmaking/painting skills <ul style="list-style-type: none"> Weight of line Mark making for purpose Tonal application Monoprint Colour mixing 	Drawing/printmaking/painting skills <ul style="list-style-type: none"> Application of colour theory Pattern making – tracing/registering Using geometry and tessellation Repeat printmaking (eg. poly block) 	Drawing/Digital exploration/3D techniques and materials <ul style="list-style-type: none"> Digital capture(photography) Drawing for design Making models in relief/3D (eg. clay)
Recording	<ul style="list-style-type: none"> Using different tools to create different marks – line, tone, texture Describing ideas using subject terminology – See, know, think Describing ideas using subject terminology – What , how, why 	<ul style="list-style-type: none"> Using different tools to create different motifs Describing ideas using subject terminology – See, know, think Describing ideas using subject terminology – What , how, why 	<ul style="list-style-type: none"> Using different materials and tools to capture/tell a story Describe and evaluate ideas– See, know, think Describe and evaluate outcomes – what, how, why
Making	<ul style="list-style-type: none"> record ideas with increasing levels of accuracy and control develop an outcome using techniques and skills with accuracy and control 	<ul style="list-style-type: none"> develop a series of ideas select an idea to resolve develop an outcome (making multiples) evaluating results 	<ul style="list-style-type: none"> Devise, develop and make an outcome demonstrating skills and techniques learnt Demonstrate refinement
Vocabulary (all vocabulary comes from knowledge organiser key language)	<ul style="list-style-type: none"> communicate narrative perception visual 	<ul style="list-style-type: none"> code convention evolution tradition 	<ul style="list-style-type: none"> action culture disrupt risk



Assessment foci	Knowledge: key terminology and formal elements. Recognition of artists and art styles Skills: technical skills demonstrating use of formal elements Understanding: how the work of artists explores the core concepts – See, know, think	Knowledge: key terminology and formal elements. Recognition of artists and art styles Skills: technical skills demonstrating use of formal elements Understanding: how the work of artists explores the core concepts – See, know, think	Assessment of portfolio
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