

ART Year 7 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ethos Links	Sustainability	Sustainability	Milton Keynes	Milton Keynes	Character (Respect,	Character (Respect,
		Character (Respect,	STEM	Character (Respect,	Responsibility and	Responsibility and
	Character (Respect,	Responsibility and	Character (Respect,	Responsibility and	Kindness)	Kindness)
	Responsibility and	Kindness)	Responsibility and	Kindness)		
	Kindness)		Kindness)			
Learning	How can Art help the	How can Art help the	Exploring colour	Exploring colour	Food and Surrealism	Food and Surrealism
End Points	environment?	environment?	theory and other	theory and other		
			cultures	cultures	By the end of this unit	By the end of this unit
	By the end of this unit	By the end of this unit			students will know and	students will know and
	students will know and	students will know and	By the end of this unit	By the end of this unit	understand:	understand:
	understand:	understand:	students will know and	students will know and	Draw from	The stages of
	What the form		understand:	understand:	imagery with	clay,
	elements are	harmonious	The difference	About	accuracy	techniques
	How to identify		between the	different	Apply a wide	and processes
	environmental	complementary	primary,	cultures from	range of tonal	Use the clay
	issues we face	colours are	secondary and	around the	values	slab building
	today and thei		tertiary colours	world. Their	Create form in	method
	possible	composition is	➤ What	prominent	their drawings	Use the
	solutions	> What	harmonious	colours,	The grid	scratch and
	➤ The artwork of	symmetry is	and	patterns and	method	slip method to
	Andy	Create a	complementary	traditions.	➤ The similarities	attach clay
	Goldsworthy	balanced 	colours are	> The difference	and differences	➤ Work in a pair
	> Draw from	composition	Colour mixingWhat tints and	between paint	between	Mix and colour
	imagery with	Use tracing	, , , , , , , , , , , , , , , , , , , ,	and ink ➤ The	colouring	match desired
	accuracy	paper	shades are Mix secondary		pencils and oil	colours using
	Apply a wide range of tonal	➤ Blend using	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	monoprinting	pastels Accurately	paint The work of
	values	colouring pencils	and tertiary colours	process About the	draw an outline	Cezanne
	> Create form in	> Weave strips of	Correctly label	work of Henri	using the grid	> Impressionist
	their drawings	paper/plastic	a colour wheel	Rousseau	method	
	their drawings	hahei/hiastic	a colour wheel	Rousseau	method	painting style

KS3 Curriculum Overview:

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	 Read an artwork using the formal elements Write about to describe and explain the work of an artist Work as part of a group Create artworks in the style of an artist and using own ideas 	Apply a range of paper cutting techniques to create a sculptural outcome	Create a range of mark making techniques	> About sequences and patterns > Create a repeat pattern using the colours and styles of a chosen culture > Create a monoprint > Blend smoothly with colouring pencils > Control and mix paint	 Blend using oil pastels Apply their knowledge of colour theory to select a complementary background 	→ PamDin they style of Cezanne/the impressionists
Key Vocabulary	Tone Form Line Shape Texture Colour Pattern Space	Harmonious colours Complementary colours Composition Symmetry Balance Blend Weave Sculpture	Primary Secondary Tertiary Harmonious Complementary Tint Shade Atmospheric Perspective Form Blend	Pattern Sequence Brayer Ink Monoprint Printmaking	Tone Form Directional Shading Blend Grid method Harmonious Colours Complementary Colours	Impressionist Mark making Impasto Clay Slab Slip Score Kiln Plastic Leather Biscuit