

Year 7 Art

1. Term 1 - Baseline

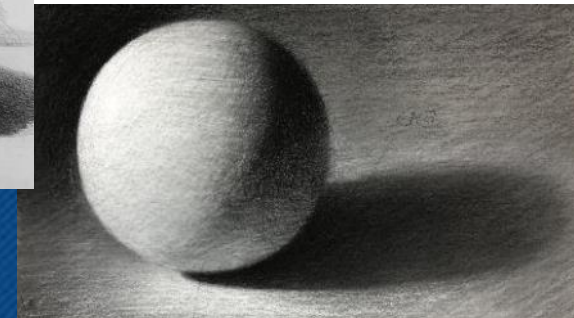
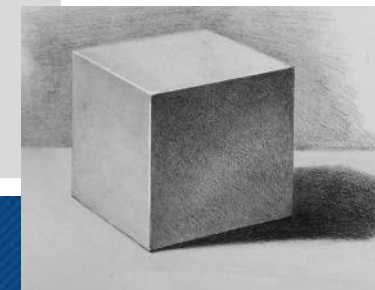
- [Journey of Knowledge](#)
- [Knowledge Organiser](#)

2. Term 2 – Colour Theory

- [Journey of Knowledge](#)
- [Knowledge Organiser](#)

3. Term 3 - Cultures

- [Journey of Knowledge](#)
- [Knowledge Organiser](#)



Year 7 Art: Journey of Knowledge – Baseline - Term one

The bigger picture:

Career link- illustrator, typographers, building a media presence online.
Current event /Environmental artists, advertisers, photographers

Context and Introduction to journey of knowledge: Pupils will learn how Art is structured within high school. Teachers will gauge what prior knowledge pupils have within this subject area and build on this to create cognitive links. They will be given an Artist that explores the formal elements and introduced to these in a series of demonstrations and skill based tasks. Pupils will learn about Artists, craftspeople and cultures and how to research, experiment, plan and create a personal response. This product will introduce students to the basic elements of art, line, tone, pattern and shape. Through a range of activities, whilst being introduced to artists and movements students will develop skills in these areas.

CORE KNOWLEDGE

What research and skills are. – Research the elements of Art. line, tone and shape. Skills are the application of knowledge with artistic media. What a study and critique are and why they are necessary. – Demonstrate line, tone and colour wheel theory.

Line: any mark made on a surface from one area to another. Geometric lines are straight and measured lines. Organic lines and natural and free-flowing.

Form: The use of shade to determine the form of a two dimensional shape into a three dimensional shape with panned use of a light source.

Tone: is the different shades you can create using one pencil. The harder the pressure the darker the tone. A tonal gradient is 5 to 7 shades ranging from dark to light.

Pattern: is a repeated decorative design.

Shape: a two-dimensional area with height and width but no depth, defined by an outline, a line, or a change in colour or tone.

Mark Making: the act of creating different lines, dots, shapes, textures, and patterns on a surface to form an artwork. It encompasses a vast range of techniques and tools, from traditional charcoal and paint to contemporary digital methods, and serves as the fundamental building block of any visual creation

Perspective: a technique used to create the illusion of three-dimensional space on a two-dimensional surface like a canvas or paper

SKILLS

- Pattern, tone, shade, the use and application of: line, pen, pencil, tone
- Introduced to Aboriginal art and be able to understand symbols
- Introduced to artist Paul Klee
- Show skills in tone, pattern, perspective, line, mark making, 3d shapes
- Continue to develop artist language through classroom discussion.

ABOVE AND BEYOND

- **Extended drawing tasks completed at home (not homework)**
- **Homework tasks, 3 during term 1. All worksheets to ensure accessibility for all.**
- **Guiding students to art websites including Pinterest.**
- **Encouraging students to visit galleries and museums**
- **Encouraging students to see the art in everyday life, in advertising, murals etc.**

VOCABULARY

- ☐ Pattern
- ☐ Mark making
- ☐ Tone
- ☐ Line
- ☐ Shading
- ☐ Techniques
- ☐ Perspective

Personal Development

Resilience
Reflection
Patience
Independency

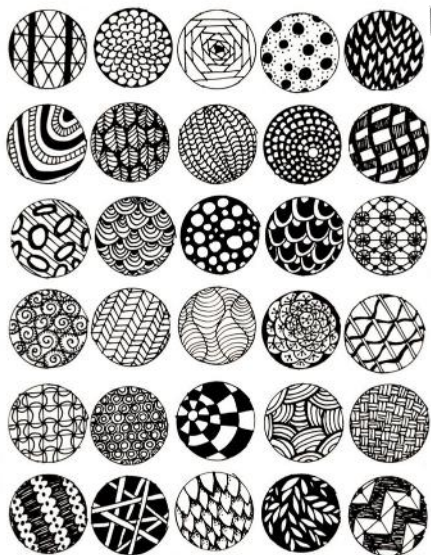
Lliteracy/ Numeracy Focus

Repetitive Patterns
Shapes
Symmetry
Art Terminology
Pattern, 2D and 3D shapes.

WHERE NEXT?

The skills and elements will be the building blocks for year 7, 8 and 9.
KS4 - Artist research, development, experimentation, plan and response

Year 7 Baseline



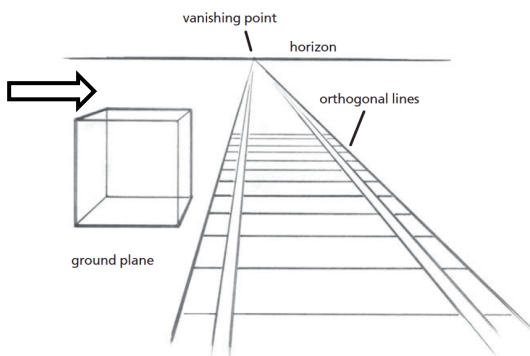
Pattern

A pattern is a design in which lines, shapes, forms or colours are repeated. Patterns are usually recognised symbols whereas mark making is random gestures or lines.

Word bank

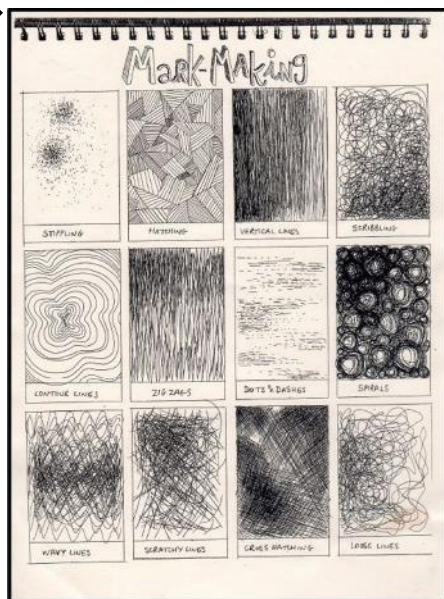
Pattern
Mark making
Tone
Line
Shading
Techniques
Perspective

Perspective is the art of representing 3D objects on a 2D surface so as to give the right impression of their height, width, depth, and position



Mark making

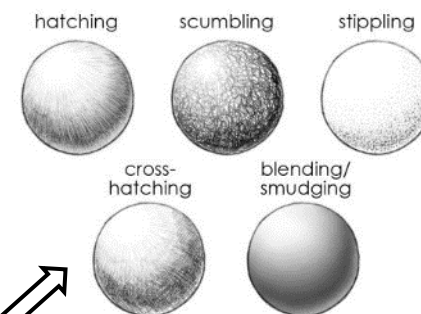
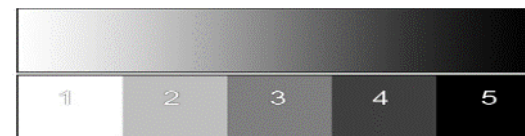
describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.



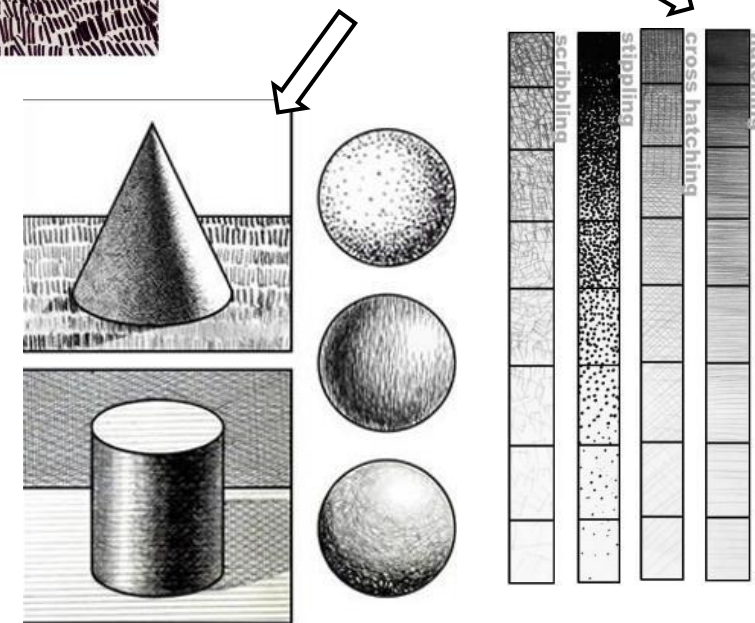
Line is a mark made using a drawing tool or brush. There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. and are often very expressive. Lines are basic tools for artists—though some artists show their lines more than others.

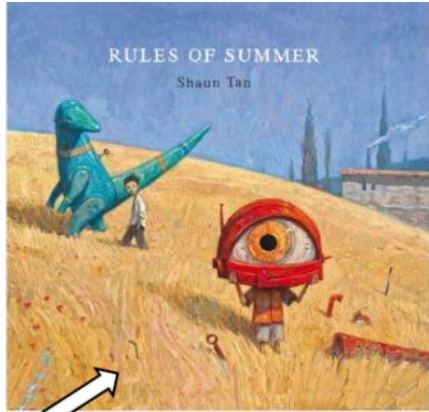
Tone

Tone describes the shades of light and dark. Tone is used to suggest the illusion of a three dimensional form.



Shading techniques





Shaun Tan is an Australian artist, writer and book illustrator. Read more about him here: www.shauntan.net



Matt Dixon is an Illustration from Birmingham, England

Read more about him here: www.mattdixon.co.uk



Aboriginal art, part of Australian culture.

Drawing Achievement Codes

A	The shape and proportion is well planned and observed.
B	Good use of space on the page
C	You have used a good variety of lines
D	You have looked carefully at what you are doing
E	You have used a good variety of tones
F	Your tone is neat and even
G	You have shown a good range of textures
H	You have put a lot of time and effort into this
I	You have shown good 3D form
J	Beautifully presented work
K	Plenty of detail included
L	This is refined well
M	You have started this well
!	Try this Again – you can do better

Drawing codes are used when your teacher marks an assessment, homework or MAP. **It is your responsibility to review your codes and read the statements.**

Drawing Improvement Codes

1	Plan the drawing using lighter lines to begin with, adapt it slowly
2	Work bigger and include more detail
3	Vary the pressure you use to create different lines
4	Look more carefully
5	Use a greater range of tones, both very dark and very light
6	Apply tone more neatly and evenly
7	Show more texture
8	Spend longer and persevere
9	Make shapes look more 3D – ask your teacher HOW?
10	Take more pride in the presentation of your work
11	Keep your pencil sharp for a more defined finish
12	Keep adding further detail (think tone and texture)
13	Don't press on too hard, avoid heavy outline
14	Try using directional shading
15	Refine the drawing – go back to improve areas before its finished
16	Look more carefully at the shape and proportion- get it accurate.

Year 7 Art: Journey of Knowledge – Colour Theory – Term 2

The bigger picture:

Career link- illustrator, typographers, building a media presence online.
Current event /Environmental artists, advertisers, photographers

Context and Introduction to journey of knowledge: Pupils will learn how Art is structured within high school. Teachers will gauge what prior knowledge pupils have within this subject area and build on this to create cognitive links. Students will be introduced to Colour and colour theory. Students will develop understanding of colour theory (including complimentary, tertiary and harmonious) and mixing colours. Students will be introduced to watercolour painting and develop skills in this medium. Students will be introduced to Artist Brianna McCarthy whilst understand issues around stereotyping others. Students will build on knowledge of mark making and pattern whilst being introduced to Colour and Watercolour Painting.

CORE KNOWLEDGE

Colour: Can be applied in tone similar to pencil. Circle movements help to blend. Harmonious shading is the blending of colours that sit next to each other on the colour wheel. Contrasting colours are opposite each other on the colour wheel. Complimentary colours: pairs of colours that appear opposite each other on the colour wheel and create the strongest contrast when placed side-by-side.

Tertiary colours: created by mixing a primary colour with a secondary colour that is adjacent to it on the colour wheel.

Secondary colours: created by mixing two primary colours together. The three secondary colours are orange, green, and purple.

Primary colours: colours that cannot be created by mixing other colours. The most commonly taught primary colours, known as the subtractive primary colours, are red, yellow, and blue (RYB)

Harmonious colours: are colours that sit next to each other on the colour wheel. They create a pleasing and calming effect because they share a common hue and create a sense of unity

Tints: a pure colour (a hue) mixed with white paint to make it lighter. For example, adding white to red creates the tint pink.

Shades; created by mixing a pure colour (or hue) with black to create a darker version of that colour. For example, maroon is a shade of red because it's made by adding black to red.

Stereotypes: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Pattern: is a repeated decorative design.

SKILLS

- Understanding and developing knowledge of colour theory and colour mixing
- Introduced and developing skills in watercolour painting
- Understanding stereotypes in our world and issues around them
- Introduced to pattern and developing skills in using them
- Introduced to the work of Michael Craig Martin and Brianna McCarthy
- Continue to develop artist language through classroom discussion.

- **Extended drawing tasks completed at home (not homework)**
- **Homework tasks, 3 during term 1.**
All worksheets to ensure accessibility for all.
- **Guiding students to art websites including Pinterest.**
- **Encouraging students to visit galleries and museums**
- **Encouraging students to see the art in everyday life, in advertising, murals etc.**

CORE VOCABULARY

- ☐ Pattern
- ☐ Mark making
- ☐ Primary
- ☐ Secondary
- ☐ Tertiary
- ☐ Stereotypes
- ☐ Examine
- ☐ Mixed media
- ☐ Complimentary
- ☐ Culture

Personal Development

Resilience
Reflection
Patience
Independency

Literacy/ Numeracy Focus

Repetitive Patterns
Shapes
Symmetry
Art Terminology
Pattern, 2D and 3D shapes.

WHERE NEXT?

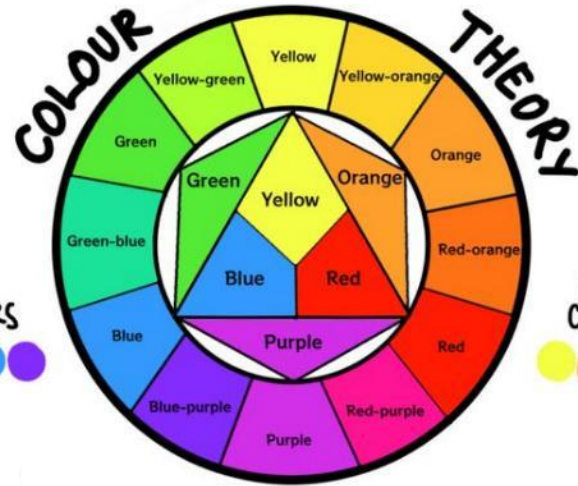
The skills and elements will be the building blocks for year 7, 8 and 9.
KS4 - Artist research, development, experimentation, plan and response

Year 7 Art -Colour

Mixed Media: when artists use a rang of materials to create their work.

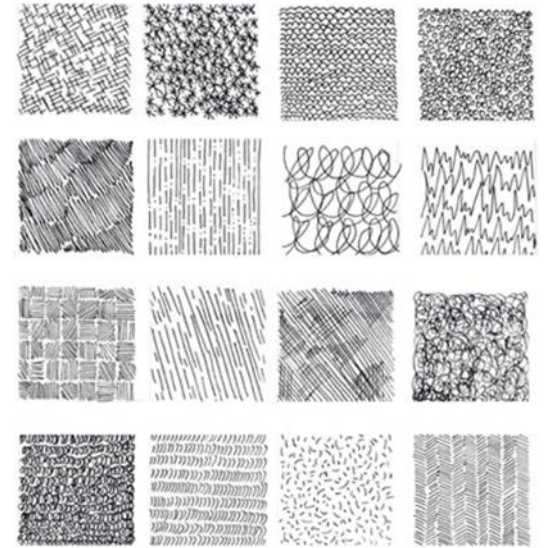
Examines: looks at something in detail.

Stereotypes: a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside.

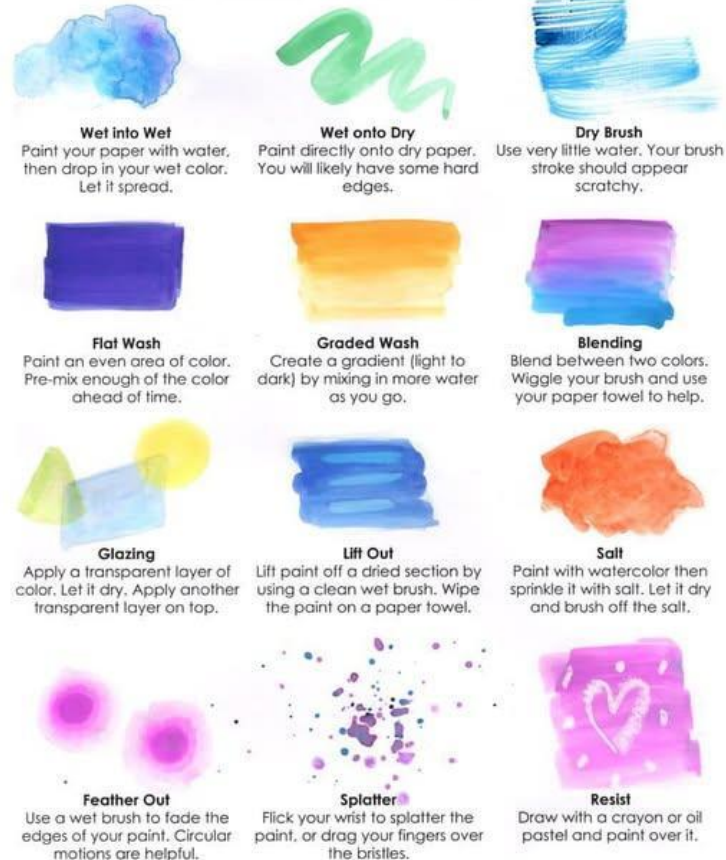


Colour theory is a system that explores the science and art of colour, examining how colours mix, contrast, and affect our emotions and perceptions. It provides a framework for understanding and applying colours effectively

Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.



Watercolor Brush Techniques



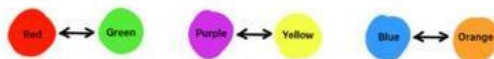
PRIMARY

Mixing different amounts of the primary colours can make all the colours of the colour wheel.



COMPLEMENTARY

Colours opposite from each other on the colour wheel.



SECONDARY

Mixing two primary colours make a secondary colour



ANALOGOUS

Colours that are neighbours on the wheel.



TERTIARY

Primary colours and secondary colours mixed together.



MONOCHROMATIC

A colour with its tints and shades. Tints are colours mixed with white. Shades are colours mixed with black.



Word Bank

Pattern
Mark making
Primary
Secondary
Tertiary
Stereotypes
Examine
Mixed media
Complimentary
Culture

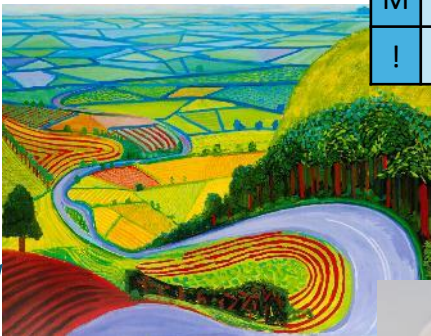
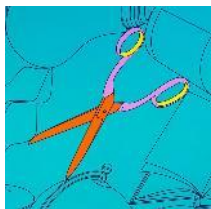
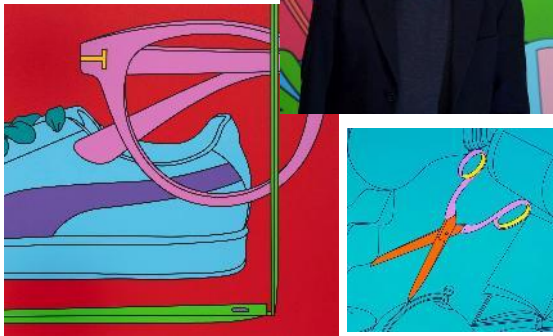


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Year 7 Art -Colour

Sir Michael Craig-Martin CBE is an Irish-born contemporary conceptual artist and painter.

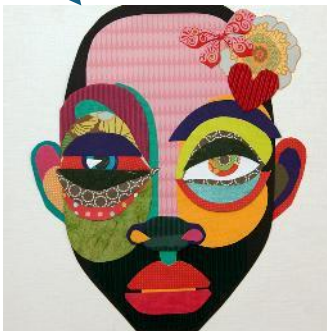


David Hockney is an English painter, printmaker and photographer. As an important contributor to the pop art movement of the 1960s



Brianna McCarthy is a **mixed media** artist from Trinidad and Tobago.

She identifies as a black, West-Indian female, and her background has a heavy influence on her work, embodying the life and beauty she tries to encapsulate. Her work **examines** issues of beauty, **stereotypes** and representation.



Drawing codes are used when your teacher marks an assessment, homework or MAP. **It is your responsibility to review your codes and read the statements.**

Drawing Achievement Codes	
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7	Show more texture
8	Spend longer and persevere
9	Make shapes look more 3D – ask your teacher HOW?
10	Take more pride in the presentation of your work
11	Keep your pencil sharp for a more defined finish
12	Keep adding further detail (think tone and texture)
13	Don't press on too hard, avoid heavy outline
14	Try using directional shading
15	Refine the drawing – go back to improve areas before its finished
16	Look more carefully at the shape and proportion- get it accurate.



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Year 7 Art: Journey of Knowledge – Cultures – Term 3

The bigger picture:

Career link- illustrator, typographers, building a media presence online.
Current event /Environmental artists, advertisers, photographers

Context and Introduction to journey of knowledge: Pupils will learn how Art is structured within high school. Teachers will gauge what prior knowledge pupils have within this subject area and build on this to create cognitive links. **Non-Western Art**
Students will develop knowledge of artists from around the world from different cultures mostly African cultures. Students will develop knowledge of Kente cloth designs and a range of African mask styles including their origins and background. Students will learn about cultural awareness whilst revisiting pattern and mark making. Students will build knowledge based around paper and card construction.

CORE KNOWLEDGE

- ☐ **Culture** – the shared beliefs, customs, knowledge, arts, and way of life that distinguish one group of people from another
- ☐ **Colour Psychology** – the study of how different colors influence human mood, emotions, behavior, and overall well-being
- ☐ **Kente** – comes from the word kenten, which means "basket", referencing its basket-like pattern
- ☐ **Geometric Shapes** - mathematical objects with defined forms characterized by properties like lines, angles, and surfaces
- ☐ **Repetition** - the repeated use of a single visual element, such as a shape, line, color, texture, or symbol, to create a sense of unity, harmony, movement, or rhythm within a composition
- ☐ **Contrast** - a design principle where dissimilar visual elements are placed side-by-side to highlight their differences
- ☐ **Tone-** the relative lightness or darkness of a color or area in an artwork, ranging from black to white, with all the shades of gray in between, including how light or dark a specific color appears.
- ☐ **Ethnic** - of or belonging to a population group or subgroup made up of people who share a common cultural background or descent.
- ☐ **Composition** - composition refers to the arrangement and organization of visual elements within a work to create a unified and aesthetically pleasing whole
- ☐ **Construction** - refer to the process of building up a sculpture from various components like wood, metal, or cardboard

SKILLS

- Understanding and developing skills in drawing pattern
- Introduced and developing skills in using colouring pencil and pen
- Understanding geographical locations across africa
- Developing skills in pattern and developing skills in using them
- Introduced to African masks in particular Ligbi, Dan and Biombo styles and history.
- Skills build in 3D construction through creation of 3D Mask.
- Continue to develop artist language through classroom discussion.

- **Extended drawing tasks completed at home (not homework)**
- **Homework tasks, 3 during term 1. All worksheets to ensure accessibility for all.**
- **Guiding students to art websites including Pinterest.**
- **Encouraging students to visit galleries and museums**
- **Encouraging students to see the art in everyday life, in advertising, murals etc.**

CORE VOCABULARY

- ☐ Cultures
- ☐ Colour
- ☐ Kente
- ☐ Organic
- ☐ Geometric shapes
- ☐ Repetition
- ☐ Contrast
- ☐ Composition
- ☐ Tone
- ☐ Ethnic
- ☐ Design
- ☐ Development
- ☐ Construction

Personal Development

- Resilience
- Reflection
- Patience
- Discussing non western artists and cultures

Literacy/ Numeracy Focus

Repetitive Patterns

Shapes

Symmetry

Art Terminology

Geometric shapes

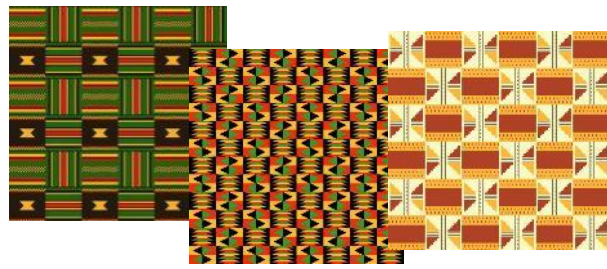
WHERE NEXT?

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KS4 - Artist research, development, experimentation, plan and response

ART - CULTURE

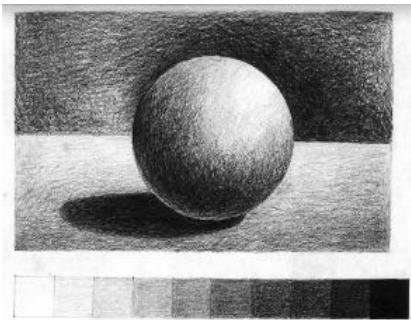


Nelsa Guambe is an artist from Mozambique focusing on pattern and colour



Kente or Ashanti cloth from Ghana has over 300 different traditional patterns.

Weaving kente cloth is a cultural tradition of the Asante (also known as Ashanti) people, and these fabrics were originally used exclusively to dress kings and their courts.



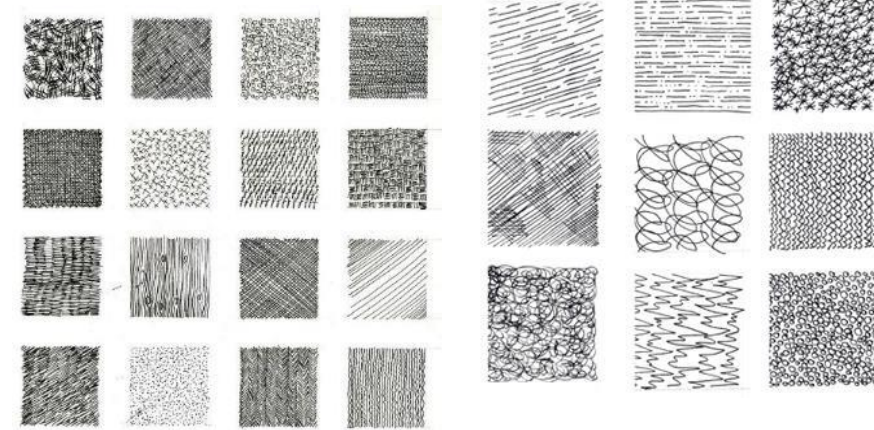
GRADIENT

A gradient in **art** is a technique of **gradually** transitioning from one shade to another.



Texture

The feel or appearance of a surface.



VISUAL TEXTURE



Visual texture (or *implied texture*) is the **illusion** of having physical texture.

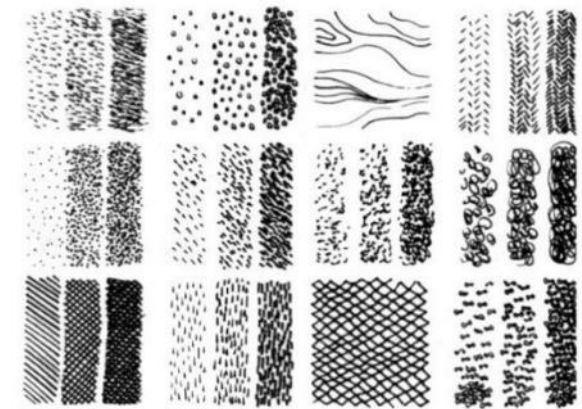
e.g. making something look rough, even though it is not.



We can use **mark-making** in Art to create visual texture. You can use a wide range of materials to create visual texture e.g. pencil, pen, paint, pastel and much more...



Mark making refers to the creation of lines, shapes, textures, and patterns on a surface. It's a term used in art and early childhood education to describe the act of intentionally leaving traces or marks



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ART - CULTURE



The **Ligbi** people are a community originally from Ghana who now inhabit the Ivory Coast. Ligbi is also the name of their language.

Ligbi Masks



Dan Masks



The Dan are hunters and farmers whose territory stretches from the western side of the Ivory Coast into Liberia.



Biombo Masks



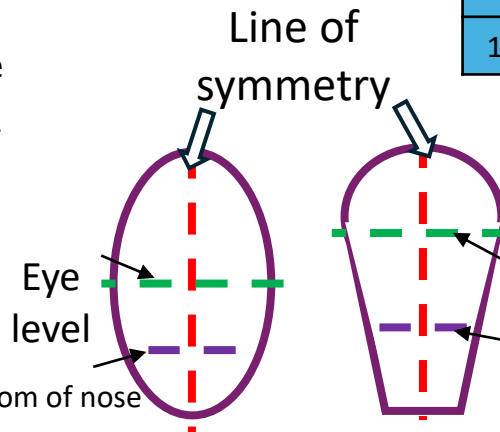
The Biombo live south of the inter-section of the Lulua and Kasai rivers in the Democratic Republic of the Congo.

Drawing Achievement Codes

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