

ART CURRICULUM SEQUENCE GRID

Year 7 Art	
Unit(s) (Tablet in 39week plan)	<ul style="list-style-type: none"> • Nature • Kandinsky/Pop Art
Key Retainable substantive and disciplinary knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... • How.... • Why.... 	<p>Substantive Knowledge:</p> <p>This is the content knowledge that students acquire through the project:</p> <ol style="list-style-type: none"> 1. Nature as a Subject Matter: Students learn how to observe and represent natural forms like plants, animals, and landscapes using various artistic techniques. This is foundational knowledge in the subject of art, specifically nature observation and representation. 2. Kandinsky and Pop Art Styles: Students are introduced to significant artistic movements such as abstract art (Kandinsky) and Pop Art (e.g., Andy Warhol, Roy Lichtenstein). They learn the history, characteristics, and principles of these movements, focusing on vibrant colour, pattern, and symbolism. 3. Colour Theory: Students learn about primary, secondary, and complementary colours, and how to apply these concepts to their artwork—whether it's nature-inspired or abstract. This knowledge helps in understanding the relationships between colours and their expressive impact. 4. Media Exploration: Students are introduced to a range of art media (paint, pastels, charcoal, digital tools) and learn how to use these materials to create artwork in both representational (nature) and abstract (Pop Art, Kandinsky) forms. 5. Composition: Basic principles of composition, such as balance, symmetry, and visual weight, are taught to students. They learn how to arrange elements on a page to create harmony or dynamic tension. <p>Disciplinary Knowledge:</p> <p>This relates to how students actively apply and engage with the substantive knowledge:</p> <ol style="list-style-type: none"> 1. Observation and Drawing: Through hands-on exercises, students practice observational drawing of natural objects, focusing on shape, texture, and proportion. This is a key skill that supports both representational and abstract forms of art. 2. Colour Application: Students mix paints and create colour palettes, applying colour theory to express natural hues or the bold, contrasting colours used in Pop Art and Kandinsky's work. This helps students connect theoretical knowledge with creative expression. 3. Media Experimentation: Students explore different artistic techniques, such as blending pastels, using charcoal for texture, and applying flat colours and patterns. This allows them to expand their technical repertoire and experiment

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with various methods of creation.

4. **Composition Exercises:** Students engage in activities that allow them to practice the principles of composition, learning to arrange elements on a page to create aesthetically pleasing or impactful designs. This helps develop both technical skill and a deeper understanding of visual harmony.

Why This Knowledge is Taught:

1. **Building Technical Skills:** Through observational drawing, colour theory, and media experimentation, students develop fundamental technical skills that are critical for further artistic progress.
2. **Understanding Artistic Movements:** Learning about Kandinsky and Pop Art enriches students' cultural and historical understanding of art, showing how these movements pushed boundaries and encouraged new ways of thinking about artistic expression.
3. **Developing Creative Confidence:** By practicing both natural and abstract art, students gain the confidence to explore their creativity and express ideas in diverse forms.
4. **Critical Thinking:** Students are encouraged to think critically about their artwork, considering the meaning behind their choices and understanding how art can reflect and comment on the world.

In sum, **substantive knowledge** includes the foundational concepts of nature, colour theory, art history (Kandinsky and Pop Art), media exploration, and composition. **Disciplinary knowledge** is developed as students apply these concepts through practical exercises like observational drawing, colour mixing, media experimentation, and composition creation.

Key Technical Vocabulary (To be modelled and deliberately practiced in context.)

Key Technical Vocabulary (Nature)

- **Observational Drawing**
Model: Demonstrate drawing a natural object directly in front of the class.
Practice: Students draw from real-life natural objects like leaves or shells.

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- **Tone**

Model: Show how to create light to dark shading using pencils to give volume.

Practice: Students shade simple shapes to practice gradual tone changes.

- **Texture**

Model: Demonstrate techniques like stippling or cross-hatching to mimic textures (e.g., bark or stone).

Practice: Students experiment with these techniques to render textures from natural forms.

- **Form**

Model: Draw a 3D object using shading and perspective to show volume.

Practice: Students create shaded drawings that suggest three-dimensionality.

- **Natural Forms**

Model: Discuss and show images/examples of plants, shells, and rocks, highlighting their organic shapes.

Practice: Students sketch or paint these natural forms from observation or photos.

- **Symmetry**

Model: Illustrate symmetry in a leaf or flower, drawing one half and mirroring it.

Practice: Students create symmetrical drawings based on natural objects.

- **Pattern**

Model: Point out repeating patterns in natural objects (spirals, branching) and draw examples.

Practice: Students incorporate patterns into their observational drawings.

- **Contour Drawing**

Model: Demonstrate slow, focused outline drawing of an object without lifting the pencil.

Practice: Students do contour drawings of natural objects, focusing on outlines and edges.

Key Technical Vocabulary (Kandinsky and Pop Art)

1. **Abstraction**

Creating art that does not represent reality directly but uses shapes, colours, and forms to express ideas or emotions.

- *Kandinsky:* Expresses feelings through non-representational shapes and colours.

- *Pop Art:* Simplifies and stylizes everyday objects from popular culture.

2. **Colour Theory**

Understanding how colours interact, including complementary, analogous, and contrasting colours to create mood and harmony.

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- *Kandinsky*: Uses colour to convey emotion and relationships.
- *Pop Art*: Employs vibrant, contrasting colours to reflect consumer culture.
- 3. **Geometric Shapes/Forms**
Using precise shapes like circles, triangles, and squares as structural elements in artwork.
- *Kandinsky*: Builds compositions from geometric forms.
- *Pop Art*: Uses bold shapes and clear outlines inspired by commercial graphics.
- 4. **Composition**
The arrangement of visual elements (shapes, lines, colours) to create balance, focus, and movement.
- *Kandinsky*: Creates dynamic, balanced compositions.
- *Pop Art*: Uses flat, repetitive layouts emphasizing mass production.
- 5. **Mark-Making**
Different types of lines, dots, and strokes used to create texture, pattern, and expressiveness.
- *Kandinsky*: Uses expressive lines and dots.
- *Pop Art*: Utilizes clean lines and dotted patterns mimicking print media.
- 6. **Contrast**
The difference between elements (light vs dark, rough vs smooth) used to create visual interest and highlight focal points.
- *Kandinsky*: Applies tonal and colour contrasts for emphasis.
- *Pop Art*: Employs high contrast colours and bold outlines to make images stand out.

These terms should be intentionally practiced and modelled throughout the project to help students develop their artistic vocabulary and enhance their ability to discuss and critique art effectively.

Opportunities for Reading

For Nature-Based Art:

"The Art of Seeing" by Aldous Huxley – Explores the importance of observation in art and helps students enhance their skills in drawing from nature.

"The Natural World in Art" by Edward J. O'Brien – A guide that shows how nature has inspired artists through history, encouraging students to connect with nature in their work.

"Drawing on the Right Side of the Brain" by Betty Edwards – A well-known text that helps students improve their observational

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	<p>drawing skills, focusing on the technical aspects of representation.</p> <p>"The Secret Life of Trees" by Colin Tudge – Explores trees from both a scientific and poetic perspective, offering inspiration for students interested in drawing natural forms.</p> <p>For Kandinsky and Pop Art:</p> <p>"Kandinsky: A Retrospective" by John Gage – A detailed exploration of Kandinsky's work, focusing on his journey to abstraction, ideal for students wanting to understand his artistic evolution.</p> <p>"Pop Art: A Critical History" by Steven Henry Madoff – An overview of the Pop Art movement and its key figures, offering essential context for students studying the movement.</p> <p>"Andy Warhol: The Biography" by Victor Bockris – A biography of Andy Warhol, providing insight into his life, his approach to art, and his iconic contributions to Pop Art.</p> <p>"Pop Art: A Colourful History" by Peter Webb – A thorough exploration of Pop Art, covering its cultural significance, major artists, and its impact on contemporary art.</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<ul style="list-style-type: none"> • Developing Cultural Capital in art education involves exposing students to a wide range of artistic experiences, knowledge, and cultural achievements, helping them appreciate the role of art in society and develop an understanding of human creativity. In the context of your Year 7 Art project based on Nature and Kandinsky/Pop Art, this could be achieved through: • Exposure to Key Artists and Movements: By learning about artists like Kandinsky, Warhol, and nature-inspired artists, students develop an understanding of their cultural significance and contributions to the art world. This broadens their appreciation of the diversity of artistic practices. • Cultural and Historical Context: Exploring the historical and cultural contexts of movements like Pop Art and Surrealism enables students to understand how art reflects society, history, and personal expression, giving them a deeper cultural perspective. • Skill Development: Engaging with diverse media (drawing, painting, printmaking) and techniques helps students develop technical skills that are integral to becoming informed and creative individuals. • Critical Thinking and Discussion: Encouraging students to discuss and critique art fosters their ability to interpret, evaluate, and appreciate the work of others, which is essential for participating in cultural conversations. • Through these methods, students build a foundation of cultural knowledge and skills that helps them appreciate the value of art and creativity in human achievement.

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Strategies to engage and maximise achievement of PP learners

To engage and maximise the achievement of Pupil Premium (PP) learners in a Year 7 art project based on Nature and Kandinsky/Pop Art, key strategies include:

Differentiated Instruction: Tailor tasks to different ability levels and use flexible grouping to encourage peer support.

Personalised Learning: Set individual learning targets and offer one-on-one support to address specific needs.

Visual Aids and Scaffolded Learning: Provide visual resources and break tasks into manageable steps to help with technique and concept understanding.

Cultural Relevance: Link learning to students' backgrounds, encouraging personal expression and engagement with the project.

Celebrating Effort: Praise effort and progress, fostering a growth mindset and building confidence.

Extra Resources: Ensure access to materials and provide online resources to support independent learning.

Parental Involvement: Encourage parents to engage in their child's learning process and support them at home.

Positive Role Models: Use peer mentors and exposure to artists as role models to inspire and guide PP learners.

These strategies create a supportive environment that fosters engagement, builds confidence, and maximises the achievement of PP learners in art.

Cross Curricular Links (Authentic Connections with other curriculum)

Cross-Curricular Links for a Year 7 Art Project based on Nature and Kandinsky/Pop Art include:

- Science: Exploring nature in art can link with biology, especially through studies of plants, animals, and ecosystems. Students can learn about natural forms, anatomy, and colour in the natural world.
- History: Studying Kandinsky and Pop Art connects with historical contexts, such as the impact of the Russian Revolution on Kandinsky and the social and cultural influences of the 1960s on Pop Art.
- English: Students can write about their art, describing their creative process and reflecting on the meaning of their work. They could also study the language of art critique, enhancing vocabulary and descriptive skills.
- Mathematics: Art projects like those inspired by Kandinsky or geometric patterns in nature can involve symmetry, proportion, and shapes, linking to mathematical concepts like geometry.
- These connections enrich the art project by showing its relevance across subjects and fostering a more holistic learning experience.

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Key Assessments

Key Assessments for a Year 7 Art Project on Nature and Kandinsky/Pop Art:

Sketchbook Development: Ongoing assessment of students' sketchbooks, focusing on their research, observations, idea generation, and experimentation with techniques.

Final Artwork: Assessment of the final piece, considering creativity, use of techniques, application of colour theory, and overall composition.

Reflection and Evaluation: Written or verbal self-assessment where students reflect on their process, challenges, and outcomes, demonstrating their understanding of artistic concepts.

Peer Review/Group Critique: Engagement in peer assessment to evaluate and discuss each other's work, fostering critical thinking and feedback skills.

These assessments measure both the technical and creative development of students, alongside their ability to articulate and evaluate their artistic choices