

**Long
Term Plan**

This year pupils will develop their understanding and practical application of the formal elements of Art. This will equip pupils with the language needed to examine and describe historical and contemporary works as well as their own. Pupils will build their skills from close observation through symbolism as well as considering their audience and their intended meaning.

Learning Cycle	Key Concepts and Themes	Vocabulary
<p>HT1</p> <p>Observational Drawing & Colour Theory</p>	<ul style="list-style-type: none"> • Introduction to the formal elements. • Precise drawing focused on technical skills. <i>Jan Davidsz de Heem, 1653</i> <i>Rebecca Rutten, 2013</i> <i>Robert Seldon Duncanson, 1848</i> <i>Paul Cezanne, 1894</i> 	<p>Line, Tone, Form, Shape, Colour, Pattern</p>
<p>HT2</p>	<ul style="list-style-type: none"> • Specifics of colour theory [noting the difference with light colour mixing] <i>Wayne Thiebaud, 1962</i> <i>Sarah Graham, 2001</i> <i>Joël Penkman, 2012</i> 	<p>Primary Colour, Secondary Colour, Tertiary Colour, Complementary Colour</p>
<p>Skill Development</p>	<ul style="list-style-type: none"> • <i>Proficiency in pencil drawing</i> • <i>Close observation</i> • <i>Accurate mixing of colour and use of paint</i> • <i>Application of texture through a range of media</i> 	
<p>HT3</p> <p>Cultural and Historical Art</p>	<ul style="list-style-type: none"> • Appreciate and examine cultural art • Understand idolatry and how this impacts cultural pattern making <i>Shah Mosque, Isfahan, Iran, 1628</i> <i>Islamic, Aboriginal, Mexican, African, Chinese</i> 	<p>Blending, Refinement, Calligraphy</p>
<p>HT4</p>	<ul style="list-style-type: none"> • Apply skills to produce a refined outcome working to a brief. 	<p>Tessellation, Symmetry, Geometric, Composition</p>
<p>Skill Development</p>	<ul style="list-style-type: none"> • <i>Use of oil pastels</i> • <i>Design and pattern building</i> • <i>Comparing the formal elements as seen in different works.</i> 	
<p>HT5</p> <p>Expressing Meaning in Art</p>	<ul style="list-style-type: none"> • Interpret the work of others • Responsibility to the world through the examination of loss of habitats and environment. <i>Cobie Rosanne</i> <i>Historical Relief carvings</i> 	<p>Relief, Composition, Illustration</p>
<p>HT6</p>	<ul style="list-style-type: none"> • Consideration how own work will be viewed. • Manipulate the formal elements to create meaning. 	<p>Typography, tertiary, analogous, complementary.</p>
<p>Skill Development</p>	<ul style="list-style-type: none"> • <i>Developed use of oil pastels</i> • <i>Mixed media and 3D application</i> <i>Develop consideration of the audience and shared meanings.</i> 	

Year 7: Art