














Year 7 Overview – Burgate Art and Design Department




Year	Term	LL1 Title Art	LL2 Title Art
7	Autumn	Peace Poster Competition Christmas Card Competition	Friendship and Diversity - Who am I – Pebble and Starfish – Friendship Decoration
7	Spring	A Sense of Place Concertina	A Sense of Place - Markmaking Landscape
7	Summer	Y7 Exam	World goes Pop! Framed piece of Pop Art

AUTUMN TERM 7 ART	Objectives	Artists Explored	Wider Learning Skills for Life... Including SMSC and Careers	Media	Outcome (LL) To be marked using colour wheel markers THE BIGGER PICTURE
<p>PEACE</p> 	<ul style="list-style-type: none"> *Class rules *Benchmark Drawing hand (Progress book) *Symbols of Peace *The Importance and Power of Art *Drawing linked hands *Introducing the competition *Exploring composition and design 	<p>Picasso's Dove Picasso's Guernica Bargue hand drawings</p>	<p>Peace around the world Friendship and diversity Symbols of Peace Art as a Language Promoting Peace The Power of a Poster in times of war and Peace The power and importance of Art</p>	<p>Coloured Pencils Collage Graphic markers ICT (Optional)</p>	<p>Hand Benchmark</p> <p>Peace Poster (specific size – see competition specifics)</p> 
<p>Posters, Murals, and Protesting our Rights</p> 	<p>Drawing: Symbols of protest Collage: Layout and bringing ideas together for diversity and inclusivity Graphic Arts: composition, the use of TEXT to enhance meaning</p>	<p>Shepard Fairey poster art Lionel Stanhope Murals Andrew Soria Collage</p>	<p>Celebrating difference Working individually to create a piece in a bigger project Positivity and Diversity Messages of Friendship, Hope and Protest</p>	<p>Collage materials Pens and pencils ICT (Optional)</p>	<p>Protest Portrait (POSTER/homework) Mural for Positive Change (Design)</p> 

<h1>SPRING TERM</h1> <h2>7 ART</h2>	Objectives	Artists Explored	Wider Learning Including SMSC and Careers	Media	Outcome (LL) To be marked using colour wheel markers THE BIGGER PICTURE
<p>A SENSE OF PLACE</p> 	<ul style="list-style-type: none"> *Making panoramic images *Matteo Pericoli *Line Drawings *Exploring ideas of a Sense of Place 	Matteo Pericoli	Where we live Our local environment Observing a journey	Photography Line Drawing Tracing / Mirroring/ repeating	<p>A photographic journey A Drawn journey</p> 
<p>MARK MAKING LANDSCAPE – A SENSE OF PLACE</p> 	<ul style="list-style-type: none"> *Van Gogh – using marks *exploring marks and tools *Creating mark sample boards *Working from own Photographs and google earth images 	Van Gogh Seurat View from above Maddie McCaulley	Observing our environment Different ways of seeing Abstraction and simplification Colour, Pattern and Marks A different view Confidence in markmaking Markmaking to create tone and pattern	Pencil Coloured Pencils Oil Pastels Photography Paint Markmaking tools	<p>Mark making landscape Birds eye view of where we live</p>  <p>Clay / Paint or Collage outcome</p>

<h1>SUMMER TERM 7 ART</h1>	Objectives	Artists Explored	Wider Learning Including SMSC and Careers	Media	Outcome (LL) <i>To be marked using colour wheel markers</i> THE BIGGER PICTURE
<p>THE WORLD GOES POP!</p> 	<ul style="list-style-type: none"> *What is POP ART? *Warhol and Repetition *Drawing a Soup Can (pre instruction – progress book) *drawing Elipses tuition *Warhol – online screenprint *Thiebaud – online cake decoration *Using ICT to create a repeated Pop Art piece *Exam Preparation 	<p>Warhol Theibaud Litchenstein</p>	<p>Commercialism Popular culture Printing and mass production History Advertising and design Photoshop skills Using the computer to explore Art Repetition Bold, flat areas of colour</p>	<p>Pencil ICT rooms Sponge, Paint and stencil</p> 	<p>Benchmark drawing soup can (pre instruction -progress book) Elipse observation (after tuition –)</p> <p>EXAM – Piece of writing and own piece of Pop Art</p>
<p>THIS IS ME!</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • All will improve their drawing in the style of Julian Opie so it is accurate. • Most will have drawn in a second tone in the hair and highlight in the eye. • Some will start to paint the background of the portrait. 	<ul style="list-style-type: none"> *What are Portraits – symbols and clues *Portrait benchmark (pre – instruction – progress book) *Pop Art Portraits *Silhouette homework *Drawing faces and exploring differences *Opie online portrait task *Post instruction Portrait drawing (progress book) 	<p>Opie Warhol – Marilyn</p> 	<p>This is Me Who am I Celebrating difference Noticing details Simplifying and Abstraction Use of Colour – basic colour theory Repetition Bold, flat areas of colour Popular culture</p>	<p>ICT rooms Phone Apps Sponge, Paint and stencil</p>	<p>Portrait benchmark (pre – instruction –</p> <p>My family or Myself in the style of Opie</p> <p>A Framed piece of Pop Art for display on wall under middle staircase</p> <p>Post instruction Portrait drawing</p>

YEAR 7 3D DESIGN	Objectives	Artists Explored	Wider Learning Including SMSC and Careers	Media	Outcome (LL) To be marked using colour wheel markers THE BIGGER PICTURE
<p>SCHOOL OF FISH</p> 	<ul style="list-style-type: none"> • Properties of pine and MDF • Safe working practice in workshop • Using tools safely • Working to a template • Positive and Negative space • Pattern • Texture • Colour • Own design 	<p>Escher</p> 	<p>New school – feelings about being a small fish in a big pond</p> <p>Identity and Diversity</p> <p>Safety and respect</p> <p>Quality control</p> <p>Sustainability</p> <p>Natural and Manmade materials</p>	<p>Pine MDF</p>	<p>LL 1</p>  <p>LL2</p>  <p>FINAL PIECE</p> 

YEAR 7 TEXTILES	Objectives	Artists Explored	Wider Learning Including SMSC and Careers	Media	Outcome (LL) To be marked using colour wheel markers THE BIGGER PICTURE
<p>Bugs life – stitched from nature</p> 	<ul style="list-style-type: none"> • Properties of cotton and felt • Safe working practice in workshop • Using machines and equipment safely • Working to a template and adapting • Observing from nature's own design • Pattern • Texture • Colour • Own design 	<p>Anne Kelly</p>  <p>Helen Richardson</p> 	<p>New school – feelings about standing out and blending in</p> <p>Identity and Diversity</p> <p>Safety and respect</p> <p>Quality control</p> <p>Natural and Manmade materials</p> <p>Industrial techniques</p>	<p>Cotton Felt Recycled fabrics</p>	<p>LL1</p> <p>LL2</p>

YEAR 7 FOOD

Objectives and Wider Learning

Including SMSC and Careers

SKILLS FOR LIFE



- Teamwork
- Healthy eating
- Knife skills
- Washing up
- Potato peeling
- Safe working practice in kitchen
- Hygiene
- Enjoyment of cooking
- Cost
- Food groups

Creativity in the kitchen and a love and respect for food

Outcome (LL) To be peer marked using sous chef and head chef system – checked and overseen by teacher

OUTCOME 1



OUTCOME 2



OUTCOME 3



OUTCOME 4

