



**Intent**

- Explore a variety of techniques with more varied materials than perhaps the majority have experienced, demonstrating manipulation of media to show formal elements. Use systems and scaffold in own work to show proportion & accuracy
- Artists will be explored to broaden understanding of the creative forum and understand the qualities of individual works and artistic movements
- Artists to be used to develop own work and responses allowing them to be experimental and try new responses
- Outcomes will further expand media explored and reflect exploration of new concepts

**ART**

**Threshold Concepts 1-9**

**Year 7**

**Unit 1 Introduction to Formal Elements**

**Insects – Clare Youngs inspired outcome**

**Unit 2 Portraits (Feb-June)**

**Unit 3 EoY exam  
Cupcake**

**Knowledge**

(facts, information, concepts and key terminology)

- Introduction to Formal Elements in art.
- Develop technical knowledge with a variety of materials (focus on mark making)
- Understanding of artists work/concepts
- Investigate an artist plan and create an outcome
- Collage 3D outcome

- Application of formal elements
- Plan and organise portrait using scaffold/measuring
- Understanding of artists work/concepts and technique
- Painted outcome

- Application of formal elements

**Understanding**

(ability to connect and synthesise knowledge within a context)

To understand that artists combine line, shape, form, space, texture, value and colour to produce their work. These elements also help us appreciate, understand and evaluate works of art.  
To identify and solve their own understanding of Formal Elements and how they are used to inspire artists work.

Use planning structure to create portrait  
Understand the artist's work and concepts.  
Application of artist to own studies to present as directed final outcome.

Techniques will build upon previous knowledge showing control of media to show understanding and manipulation for purpose

**Skills**

(successful application of knowledge and understanding to a specific task)

Can select from and use specialist tools, techniques, process, equipment to generate outcomes.  
To develop knowledge of different ways to manipulate media and tools to create different elements.  
To use a variety of materials effectively.  
To investigate an artist, take inspiration and develop an outcome.  
To take inspiration from artists  
-Understand how and why they create their work and apply those ideas to final piece.

**Can use and understand portrait proportions**  
-Create pencil tone portrait using proportion plans/grids  
-Show 3D qualities, texture and show features  
-Can mix skin tones  
-Understand roles of portraits  
**Take inspiration from artists**  
-Understand how & why they create their work  
-Apply ideas and techniques of the artist  
**Create portrait outcome**  
-Show artists style and technique  
-Control paint application

Observational drawing  
Showing tone/3D  
Colour blending

**Formal Assessments**

(those done by all/vast majority of the cohort)

Collage outcome in the style of Clare Youngs.

Artist research and portrait study

Exam

**By the end of the year students on course for at least a grade 5 will...**

- Be able to clearly demonstrate formal elements across a variety of media and techniques, adapting and manipulating media to suit purpose.
- Use a variety of ways to ensure proportion and scaffold work in planning

- Show a good understanding of the artist's work/concepts and the value and role of Art
- Apply artists concepts/techniques to own work, designs and outcomes
- Be able to verbally and in written form analyse their own work & that of artists
- Create outcome reflecting skills, concepts and a clear control of materials for purpose

## **ART – Threshold Concepts**

### TC#1

Mark making, often in the form of drawing, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

- Explore drawing in all forms to communicate ideas and observations

### TC#2

Art, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways. However, Art is not dependent on language or logic; it has the capacity to communicate directly with our nervous systems.

- Art in all forms presents our past, present and future

### TC#3

Works of art consist of formal and visual elements (such as line, shape, form, pattern, texture, colour etc.). These elements combine to communicate in many ways, often suggestive of histories and traditions.

- Formal elements in art communicate observations, history & tradition

### TC#4

Artists learn the 'rules' and conventions so they can decide when to break them. Some artists work within established traditions and genres, others tease and disrupt these in alternative ways. Definitions of art are always changing.

- Visually experiment and explore ideas, techniques and traditions

### TC#5

Artists take creative journeys exploring materials, ideas and technologies. Unpredicted outcomes can emerge through purposeful play. Artists take risks and trust their intuition. They embrace 'happy accidents' and learn from 'mistakes'.

- Use creative journeys to take risks and explore possibilities

### TC#6

Artists use their heads, hands and hearts, to varying degrees, during the creative process. Art appeals to the body and mind. To engage with a work of art a viewer might also employ all of their senses. Art can evoke a heightened sense of place and wonder.

- Art uses head, hands, heart, evoking emotional responses and contemplative practise

### TC#7

The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different. Our individual interpretations of art are rarely the same but shaped by our knowledge, experiences and prejudices.

- Understand artist intentions and develop language to communicate individual response

### TC#8

The value of art can be measured in different ways - personal, cultural, social, economic, political, and so on. Works of art and artists are not equally valued. Artists can be marginalised because of prevailing social attitudes. Attitudes to art change over time.

- Understand the context in which art work was created

### TC#9

Art has the potential to influence human behaviour. It can evoke emotion and provoke action, shaping the world for good and bad. Art empowers us to notice, question, interact and respond. It is a way of understanding and expressing our existence.

- Art allows emotional responses to be communicated on personal, cultural and proactive levels