

TAC – ART				
National Curriculum Statement	Year 7		Year 8	
	Knowledge	Skills	Knowledge	Skills
To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<ul style="list-style-type: none"> <li>Learn about the values of tone and how to apply tone to a shape to explain its form.</li> <li>Learn about colour theory and how to use the colour wheel and identify the different ‘families’ of colours.</li> <li>Learn the different quality of paints and their consistencies.</li> <li>Understanding how to record an observation through direct observation.</li> <li>Learning to scale drawings to different sizes.</li> <li>To practice presentation skills to enhance their sketchbooks</li> <li>Understand mixed media and how this is used to establish texture or for aesthetic purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop tonal shading skills and then apply them to shapes to create a 3D effect.</li> <li>Use tones to create different patterns and shapes.</li> <li>Direct observation drawing.</li> <li>Students will use their colour theory knowledge to mix primary colours to create secondary and tertiary colours.</li> <li>Mind mapping</li> <li>Using different paper sizes for different compositions.</li> <li>Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>Understanding mark-making for textures.</li> <li>Direct observation and how to plan compositions including drawing in full context.</li> <li>Understanding location drawing.</li> <li>Creating themed mood boards to generate ideas.</li> <li>Understanding the basic principles of perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Students explore the different qualities of the graphite and how to manipulate the graphite to show different textures.</li> <li>Direct observation drawing</li> <li>Drawing from a secondary source</li> <li>Enlarging and reducing scale</li> <li>Collage techniques to enhance page composition.</li> <li>Some students might use their own photography to record an observation.</li> <li>Applying the rules of perspective to drawing tasks.</li> </ul>
To use a range of techniques and media, including painting and to increase their proficiency in the handling of different materials	<ul style="list-style-type: none"> <li>Learn the different quality of paints and their consistencies.</li> <li>How pencils are made and their different grades of graphite.</li> <li>Use of symmetry to create a stencil</li> </ul>	<ul style="list-style-type: none"> <li>Graphite pencils to develop tonal ranges</li> <li>Using a rubber to draw with for highlights and accents</li> <li>Students will use tempera paint and explore the different consistencies of the media.</li> </ul>	<ul style="list-style-type: none"> <li>Students will further develop their drawing skills and the application of mark-making techniques for different textures.</li> <li>They will extend their knowledge of printing techniques and</li> </ul>	<ul style="list-style-type: none"> <li>Mark-making skills</li> <li>Students explore the different qualities of the graphite and how to manipulate the graphite to show different textures.</li> <li>Pen and wash technique</li> <li>Collage and pen overlay</li> </ul>

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	<ul style="list-style-type: none"> <li>• Tempera block paints and colour mixing.</li> <li>• Understanding which paint brushes are suitable for different purposes.</li> <li>• Students will learn about the different effects of mixed media and how to apply layers to build an image.</li> <li>• Learning about textiles processes.</li> <li>• Understanding how different pens can be used for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore the different qualities of the graphite and how to vary pressures for different tones.</li> <li>• Students will develop their control of graphite and experiment with different line qualities in pencil and ink.</li> <li>• Student will develop their paint mixing techniques to achieve a desired consistency.</li> <li>• Students will use scissor skills to cut shapes for collage.</li> <li>• Students will explore textile processes such as painting fabric, machine sewing, hand embroidery and appliqué.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the different ink consistencies needed for different methods.</li> <li>• They will design and build a 3D structure using a range of found materials to create a large scale, group collaboration.</li> <li>• They will design and make 3D for in small groups and pairs.</li> <li>• Students will extend their knowledge and experience of hand and machine embroidery. They will also learn how to freehand 'draw' with an embroidery foot.</li> <li>• Students will</li> </ul>	<ul style="list-style-type: none"> <li>• Oil pastel resist with block paints.</li> <li>• Dip pen and ink technique</li> <li>• Design and building skills</li> <li>• Presentation skills using page layout design.</li> <li>• Observation drawing skills.</li> <li>• Papier mache</li> <li>• Design and 3D building skills.</li> <li>• Watercolour painting</li> <li>• Acrylic painting</li> <li>• Hand and machine embroidery using a freehand drawing foot.</li> </ul>
<p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>Students are introduced to the work of:</p> <ul style="list-style-type: none"> <li>• Michael English</li> <li>• Bridget Riley</li> <li>• Hundertwasser and Kate Talbot.</li> </ul> <p>Through analytical annotation, students learn how to respond to their own artwork and that of others.</p>	<ul style="list-style-type: none"> <li>• Research based tasks using the internet to search for images.</li> <li>• ICT skills- how to investigate the source of internet posted images and check their authenticity. Collecting reference materials for research tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to explore the work of others whilst reflecting on their own art work.</li> <li>• Students will compare and contrast the work of artists, covering content, context, process, mood and theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Research based tasks using the internet to search for images.</li> <li>• ICT skills- how to investigate the source of internet posted images and check their authenticity. Collecting reference materials for research tasks.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Presentation skills. Applying colour (Brusho, watercolour, collage etc. to enhance their pages.</li> <li>• Literacy skills using key words to respond to their own work and that of other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will reflect on the work of: Antonio Gaudi British architects such as Zaha Hadid, Sir Norman Foster and Sir Christopher Wren. <ul style="list-style-type: none"> <li>• Damien Hirst and various artists of their own choosing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills. Applying colour (Brusho, watercolour, collage etc. to enhance their pages.</li> <li>• Literacy skills using key words to respond to their own work and that of other artists.</li> </ul>
<p>Taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. © Crown copyright 2013</p>	<ul style="list-style-type: none"> <li>• Michael English Looking at Photorealism, graphic design</li> <li>• Bridget Riley OP Art, the 'swinging sixties culture', fashion and music influences of the time.</li> <li>• Hundertwasser</li> <li>• Environmental issues, Architecture, creative spontaneity.</li> <li>• Kate Talbot Pop Art/ Textiles making art inspired by everyday objects and packaging. Sculpture and 3d art form.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation of tones to create camouflaging patterns and shapes.</li> <li>• Use of line and manipulation of its application to produce optical illusions.</li> <li>• Colour collage, composition, creative thinking. Painting and drawing skills. Colour theory.</li> <li>• Textile processes such as painting fabric, machine sewing, hand embroidery and appliqué.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be introduced to a wide range of Architectural styles and movements.</li> <li>• They will learn about the evolving designs from ancient Greece through to late Gothic.</li> <li>• They will learn about the rebuilding of cities after WW2 and the contemporary designs of current architects.</li> <li>• They will learn about living conditions and the history of the Brazilian favelas.</li> <li>• They will explore the design and architectural relevance of St. Basil's Cathedral in Moscow.</li> <li>• Students will learn about abstract form and how to develop work through a</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create detailed pen and pencil studies of the different architectural features.</li> <li>• Students will create mixed media studies from secondary sources.</li> <li>• Students will use research and presentation skills to explore the history behind their favourite buildings.</li> <li>• Students will use design and building skills to create 3D forms.</li> <li>• Students will use a range of drawing skills using different media to create images from direct observation and secondary sources.</li> </ul>

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			design process to become an abstract image. <ul style="list-style-type: none"> <li>• They will be introduced to the work of contemporary artist Damien Hirst and his insect artwork.</li> <li>• They will explore anatomical illustrations of insects.</li> <li>• They will explore artwork inspired by insects and present their findings.</li> <li>• Some students will work on a live brief working with a local artist to design and build larger scaled insect sculptures to display in the local community.</li> </ul>	

All assessment is ongoing and marked according to the departmental marking scheme. work is assessed and given written feedback by the teacher, through peer assessment and self-assessment. This assessment determines the pathway achieved.

There are no formal end of year tests.