



# Year 7 Art

## Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Understand the importance of learning about the work of others. Mastering skills and developing these to suit your own work. Becoming creative in art and going that extra mile to make your work personal and well informed by the work of others.

	Key Performance Indicators	Age Related Expectations
<b>Developing Ideas</b>	<ul style="list-style-type: none"> <li>- Move ideas forward using a clear process and showing development and progression of techniques.</li> <li>- Use a range of resources and research sources to develop ideas, understandably through the use of a sketchbook.</li> <li>- Use a range of resources, ideas, media and techniques to bring research to life in the sketchbook.</li> <li>- Look at a range of artists and develop from a variety of starting points. Be open minded to influences.</li> <li>- Comment on their own work and that of others, using more advanced vocabulary.</li> </ul>	<p><b>Skill</b></p> <p>A year 7 child should use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape. Their presentation should be clear and labelled.</p> <p>A year 7 child should develop observational drawings in their sketchbooks. They should use secondary drawings in order to create their designs. They should then combine this with research from the internet.</p> <p>A year 7 child should develop their knowledge of line and mark making and become more experimental with mixed media. They should understand how to use acrylic, watercolours, pastel and mixed media to build an image.</p> <p>A year 7 child should understand how to work with large pieces of clay in order to create a 3D piece. They should understand how to use clay shaping tools to create effects and develop knowledge of how the coil and slab techniques can also be used.</p> <p><b>Creativity and outcome</b></p> <p>A year 7 child should manage their time effectively, practicing skills and enquiring how to improve. Their research and understanding of the 'Creative Process' should be secure and lead them to a creative outcome based on the original theme.</p>
<b>Painting</b>	<ul style="list-style-type: none"> <li>- Plan carefully, taking into account layout, composition and perspective.</li> <li>- Understand primary, secondary and complimentary colours and use these appropriately. Begin to select colours according to needs.</li> <li>- Develop use of watercolours, acrylic and oil pastels to create well controlled pieces.</li> <li>- Develop a more complex understanding of colours and their relation to each other, using complimentary colours. Understand tone and hue and their relevance. Develop texture through use of media.</li> <li>- Use work from a range of resources, to develop own personal style.</li> </ul>	
<b>Collage</b>	<ul style="list-style-type: none"> <li>- Combine textures, patterns, surfaces and create their own mix of surfaces to give visual interest.</li> <li>- Work with a range of tactile surfaces and select these appropriately to the subject matter.</li> <li>- Use a range of ceramic mosaic patterns, material, media and techniques to create texture.</li> </ul>	
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>- Show form, scale and proportion through sculpture and gain a sense of realism.</li> <li>- Use a range of sculpting tools, to create texture, form, 3 dimensional effects and texture.</li> <li>- Combine visual and tactile qualities to create interesting surfaces and textures.</li> <li>- Develop the structure of sculptures using wire, moulds and supporting materials. Use frames and cover machetes in a controlled manner.</li> </ul>	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>- Develop more complex skills, such as cross hatching, use of a rub to create light and start to show more skill in showing 3 dimension and light.</li> <li>- Develop techniques that start to develop perspective and a greater sense of movement or proportion. Use this in a realistic way.</li> <li>- Use a great range of styles to create different moods and feels when drawing. Create a range of impressions and feels.</li> <li>- Develop more complex line and develop mark making to represent a variety of moods and situations.</li> </ul>	
<b>Print</b>	<ul style="list-style-type: none"> <li>- Use templates and layers to create more complex prints. Understand how to layer up colour.</li> <li>- Develop more complex patterns and understand how to repeat patterns in a basic way.</li> <li>- Use a range of techniques linked to printing, including multi-media and sewing techniques.</li> </ul>	
<b>Taking Inspiration from the greats</b>	<ul style="list-style-type: none"> <li>- Understand a range of historically famous artisans and start to look at the artists in modern society which have also taken inspiration from these artists.</li> <li>- Understand how the work of those studies, influenced the era and those art movements to come. Reflect on the impact of the movement and its significance.</li> <li>- Create more innovative pieces that take inspiration from a movement, but more the techniques and imagery further. Create your own reaction to the style or artist.</li> </ul>	