









Schema
Scheme of work
& Progress Sheets
Year 7 Art and Design

Year 7 - Art

Oakwood Academy

Year 7	Autumn 1							Autumn 2							Spring 1					Spring 2					Summer 1					Summer 2								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Theme	Baseline Assessment							Painting Techniques							Cubism					Paper-Mache Fish					Surrealist Landscape													
Art activities	Colour theory / Colour wheel Discuss Karl Blossfeldt's Photography 1865-1932 Take a series of leaf photographs. Using Photoshop experiment with different tools and effects Copy the other half of a tonal insect image Pattern design focusing on different types of lines Learn about the Pop Art movement Create an onomatopoeia poster in a Lichtenstein style Art theory Kahoot at the start and end of the scheme							Firework Painting Introduction to the artist Georges Seurat a French post-Impressionist painter 1859-1891 Fruit painting in a Pointillist style Kandinsky research pages Kandinsky inspired artwork Abstract Expressionist Jackson Pollock 1912-1956 Action painting in a Jackson Pollock style Damien Hirst spin paintings							Watch a YouTube clip about Cubism Discuss the differences between Abstract and realistic art Practice drawing facial features in a cubist style Draw a cubist style portrait bright colours. Learn about the architect Frank Lloyd Wright and create artist research page. Produce a paper collage inspired by Wright's stained glass window designs					Introduction to sculpture. Observational fish studies Fish design ideas inspired their research Build the paper structure. Developing moulding and manipulating skills using tissue paper and paste Mould the tissue paper into small intricate shapes to add relief detail. Analyse and evaluate					Introduction to the Surrealist artists Rene Magritte and Salvador Dali. Find images that would work well in a surrealist landscape. Practice drawing their images in their sketchbook first to develop ideas and improve their drawing skills. Draw a basic one-point perspective landscape where the objects are smaller in the distance and larger in the foreground.													
Formal Elements	Line Texture Colour Tone Proportion Shape Pattern Form							Line Texture Colour Tone Pattern Shape							Line Texture Colour Shape Pattern					Line Texture Colour Tone Pattern Shape Form Proportion					Line Colour Tone Shape Form Proportion													
Specialisms	Drawing Painting Photograph Photoshop Graphic Collage							Abstract and realistic painting							Drawing Shading techniques using colouring pencil					Drawing 3D modeling					Drawing													
Project Inspiration																																						
Technical Language	Primary, secondary, tertiary, detail, tone, proportion, observational accuracy							Composition, abstract, emotions, pattern, realistic, complementary colour, contrast, hot & cold colours							Cubist, unusual, angle, self-portrait, contrast, collage, view points					Sculpture, moulding, manipulation, relief, texture, smooth, construction, realistic, abstract, contemporary, humorous					Imaginative, surrealism, dreamlike, perspective, proportion, scale, realistic													
Artists/Art History	Colour Theory, Ancient Egyptian art, Pop Art 1950, Lichtenstein Karl Blossfeldt 1865							Wassily Kandinsky 1866-1944, Jackson Pollock 1912-1947, Damien Hirst 1965 Bristol, Frank Lloyd Wright 1867-1959,							Cubism 1907, Picasso 1881-1973					Claus Oldenburg 1929-2022, Antony Gormley Michelle Stitzlein 1967 - American Artist					Surrealism began in 1924 after World War One Salvador Dali 1904 - 1989 Rene Magritte 1898 - 1967													
Cross Curriculum Links	PD social & moral							RMT architecture, Music							PD					Maths					Maths													

Yellow + Blue + Red = Brown
Red + Green = Brown

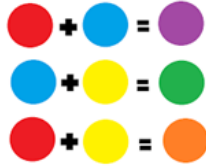


3 Primary colours



3 Secondary colours

Red + Blue = Purple
Blue + Yellow = Green
Red + Yellow = Orange



Colour wheel

Composition
layout/arrangement
The arrangement of objects within a piece of art

6 Tertiary colours



Art skills assessment

Formal Elements

Pattern

Scale

Proportion



Photographer
Karl Blossfeldt

Pop Art
Roy Lichtenstein

Tone

Observational drawing
Accuracy

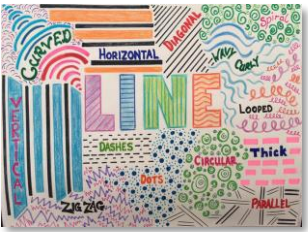


Onomatopoeia words

Line

Texture

Detail



Autumn 1 Year 7 - Skills based workshops and baseline assessment



To know the primary and secondary colour. To know how to mix the secondary and tertiary colour when completing a colour wheel.

Create a range of patterns focusing on different types of line

Learn about the Pop Art movement and discuss famous artists from that period.

Consider colour and composition when creating an eye-catching onomatopoeia word poster in a Pop Art style.

Develop observational drawing skills when observing natural forms, leaves, twigs etc.

To learn about the photographer Karl Blossfeldt and discuss his work

To use line and tone when copying the other half of an insect image

Art test to assess drawing and subject knowledge.

Intent	Design ideas	Making	Knowledge	Evaluating
Working Towards	I can draw basic repetitive patterns using different types of line.	I can create simple drawings of insects and plants. I can draw around templates when designing a Pop Art style poster. With support, I can use basic Photoshop tools and effects.	I can name at least 6 different colours.	I can follow simple instructions to make your work better.
Oakwood Learning Stage 1 and 2	I can deliberately choose to use particular Photoshop techniques for a given purpose.	I can create a word poster with a Pop Art style explosion. I can use basic Photoshop tools and effects to change my work. I can recognise the different qualities of a range of materials and processes.	I can name the 3 primary colours. I can try out different activities and make sensible choices about what to do next. I can name the 3 secondary colours and know how to mix them.	I can make basic comments about Karl Blossfeldt photography. I can make basic suggestions of ways to improve my work. I can name the photographer we have been studying and comment on his work.
Oakwood Learning Stage 3 and 4	I can draw an onomatopoeia word in the shape which expresses its meaning.	I can take creative photographs with good contrast. I can experiment with different Photoshop tools and effects to improve my work.	I can select, and use appropriate materials and techniques to refine my work.	I can explain my work and share opinions using specialist art vocabulary.



My Autumn term progress in Art
Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

colour
primary
secondary
detail
contrast
observational
proportion
tone
texture

Working Towards / Stepping Stones

I can name at least 6 different colours.			
I can draw basic repetitive patterns using different types of line.			
I can follow simple instructions to make my work better.			
I can create simple drawings of insects and plants.			
I can draw around templates when designing a Pop Art style poster.			
With support, I can use basic Photoshop tools and effects.			
Oakwood Learning Stage 1			
I can name the 3 primary colours.			
I can make basic comments about Karl Blossfeldt photography.			
I can make basic suggestions of ways to improve my work.			
I can try out different activities and make sensible choices about what to do next.			
I can create a word poster with a Pop Art style explosion.			
I can use basic Photoshop tools and effects to change my work.			

My Autumn term progress in Art Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

- colour
- primary
- secondary
- detail
- contrast
- observational
- proportion
- tone
- texture

Oakwood Learning Stage 1

I can name the 3 primary colours.			
I can make basic comments about Karl Blossfeldt photography.			
I can make basic suggestions of ways to improve my work.			
I can try out different activities and make sensible choices about what to do next.			
I can create a word poster with a Pop Art style explosion.			
I can use basic Photoshop tools and effects to change my work.			

Oakwood Learning Stage 2

I can name the 3 secondary colours and know how to mix them.			
I can recognise the different qualities of a range of materials and processes.			
I can name the photographer we have been studying and comment on his work.			
I can draw an artistic lettering style for an onomatopoeia poster and a Pop Art style.			
I can create the effect of light and shadows on a surface when using a pencil.			
I can deliberately choose to use particular Photoshop techniques for a given purpose.			

My Autumn term progress in Art
Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
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Key vocabulary

colour
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Oakwood Learning Stage 2

I can name the 3 secondary colours and know how to mix them.			
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I can create the effect of light and shadows on a surface when using a pencil.			
I can deliberately choose to use particular Photoshop techniques for a given purpose.			

Oakwood Learning Stage 3

I can explain my work and share opinions using specialist art vocabulary.			
I can take creative photographs with good contrast.			
I can draw an onomatopoeia word in the shape which expresses its meaning.			
I can experiment with different Photoshop tools and effects to improve my work.			
I will consider colour and composition when creating an eye-catching poster design.			
I can select, and use appropriate materials and techniques to refine my work.			



Action Painting

Jackson Pollock

Collage and watercolour paint

Abstract Artist

Wassily Kandinsky



Abstract Art expresses different feelings and emotions through the use of colour and shape.

Painting Techniques

Bonfire Painting



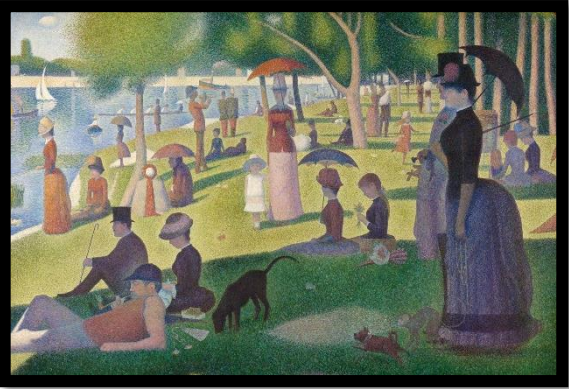
Damien Hirst



Spin Paintings

Post Impressionism

George Seurat



Pointillism

Formal Elements

Line

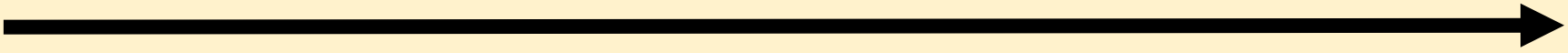
Tone

Texture

Detail

Pattern

Autumn 2 & Spring 1 Year 7 - Painting Techniques



Develop the skill of applying thin lines of paint to create the illusion of fireworks exploding in the sky.

Create interesting research pages when learning about the Impressionist movement.

Learn about the art of Georges Seurat. Use a cotton bud to create a fruit painting in a pointillist style.

Learn about Wassily Kandinsky's passion for music and art.
<https://www.youtube.com/watch?v=rBOM7mAcvGA>

Create an abstract watercolour painting whilst listening to music.

Learn about the Abstract Expressionist painter Jackson Pollock.

Create an action painting in the style of Jackson Pollock.

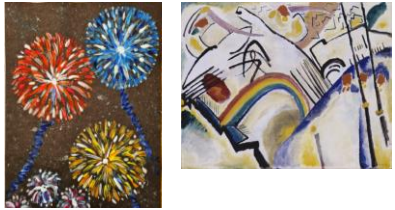
Learn about Damien Hirst's spin painting technique. Create a spin painting using a potter's wheel..

Intent	Design ideas	Making	Knowledge	Evaluating
Working Towards	I can create a range of marks with a paintbrush and use them in simple pattern forms.	I can use music as inspiration for my art. I can paint with a cotton bud. I can create simple drawings of fruit.	I can paint explosive lines of colour.	I can make simple comments about the artist we are studying.
Oakwood Learning Stage 1 and 2	I can use my sketchbook to draw, record ideas and experiences in a creative way. I can create an expressive piece of art whilst listening to classical music.	I can experiment with a range of materials to create expressive marks. I can show some understanding of how to create different effects using paint. I can create expressive marks whilst listening to classic music.	I can name the artist or art movement we are studying. I can deliberately choose to use particular techniques for a given purpose.	I am starting to identify strengths and areas for improvement in my performance I can suggest ways to make my work better.
Oakwood Learning Stage 3 and 4	I can develop practical skills by experimenting with the qualities of materials and techniques. I can use a sketchbook for recording observations drawings, planning and shaping ideas.	I can create different effects using paint to emphasise detail, texture and emotion. I can paint a detailed image of fireworks exploding in the sky using thin lines of colour.	I can create a realistic painting using a pointillist technique.	I understand and can follow the rules and safety principles of the activity. I can describe the artist's work we have been studying using specific art vocabulary.

My Autumn term progress in Art
Year 7: Painting Techniques

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

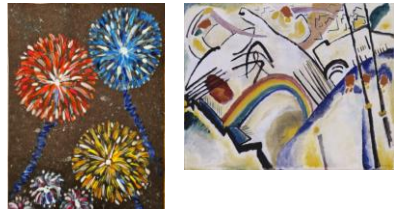
Abstract Art
Colour
Emotion
Feeling
Expressive
Collage
Architecture
Line
Composition

Working Towards / Stepping Stones	Not yet	Nearly there	Got it!
I can make simple comments about the artist we are studying.			
I can paint explosive lines of colour.			
I can use music as inspiration for my art.			
I can paint with a cotton bud.			
I can create a range of marks with a paintbrush and use them in simple pattern forms.			
I can create simple drawings of fruit.			
Oakwood Learning Stage 1	Not yet	Nearly there	Got it!
I can paint fireworks with a smoke trail and explosive lines.			
I can experiment with a range of materials to create expressive marks.			
I can show some understanding of how to create different effects using paint.			
I can create expressive marks whilst listening to classical music.			
I can create a painting of a fruit using a cotton bud			
I can name the artist or art movement we are studying.			

My Autumn term progress in Art
Year 7: Painting Techniques

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
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Key vocabulary

Abstract Art
Colour
Emotion
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Composition

Oakwood Learning Stage 1	Not yet	Nearly there	Got it!
I can paint fireworks with a smoke trail and explosive lines.			
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I can show some understanding of how to create different effects using paint.			
I can create expressive marks whilst listening to classical music.			
I can create a painting of a fruit using a cotton bud			
I can name the artist or art movement we are studying.			
Oakwood Learning Stage 2	Not yet	Nearly there	Got it!
I can paint thin lines to represent fireworks exploding in the sky.			
I can create an expressive piece of art whilst listening to classical music.			
I can create a pointillist painting using different shades I have mixed.			
I can name the artist or artist movement we are studying and comment on the work.			
I can deliberately choose to use particular techniques for a given purpose.			
I can suggest ways to make my work better.			

My Autumn term progress in Art
Year 7: Painting Techniques

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
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Key vocabulary

Abstract Art
Colour
Emotion
Feeling
Expressive
Collage
Architecture
Line
Composition

Oakwood Learning Stage 2

I can paint thin lines to represent fireworks exploding in the sky.			
I can create an expressive piece of art whilst listening to classical music.			
I can create a pointillist painting using different shades I have mixed.			
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I can suggest ways to make my work better.			

Oakwood Learning Stage 3

I can develop practical skills by experimenting with the qualities of materials and techniques.			
I can create different effects using paint to emphasise detail, texture and emotion.			
I can create a realistic painting using a pointillist technique.			
I can paint a detailed image of fireworks exploding in the sky using thin lines of colour.			
I can use a sketchbook for recording observations drawings, planning and shaping ideas.			
I can describe the artist's work we have been studying using specific art vocabulary.			



Ears

Distorted features

Strange Proportions

Nose

Mouth

Facial Features

Shape

Eyes



Black Outlines

Frank Lloyd Wright

Collage

Cubism

Composition
Arrangement / Layout



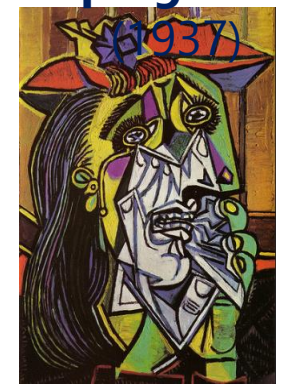
Stained glass windows



Architecture
A person who designs buildings

Artists

Weeping Woman



Pablo Picasso



Paper collage

Georges Braque



Texture

Pattern

Detail

Oakwood Academy Scheme of Work

Cubist Portrait

Unit: Cubism

Term: Spring 2

Length: 7 Weeks

Inspire:

Learning about the famous Spanish painter and sculptor Pablo Picasso.

Observe photographs from Picasso Cubist period.

To observe demonstrations focusing on how to draw different face features in a cubist style and shading techniques.

Impact:

To develop fine motor skills using drawing equipment.
To develop pupil's use of line, pattern, colour and tone.
To develop pupil's use of the specialist art vocabulary when describing artwork.

To gain an understanding about where the cubist art movement fits in history and where the paper and material collage technique originated

Pupils should be able to recognise and develop subject knowledge and understanding about cubist art movement.

Independence:

Practice applying different amounts of pressure when shading and blend two or more colours together to create different shades.

Drawing facial features in a cubist styles.

Choice bold colours to enhance their design.

Add different pattern to their work.

Experiment with your use of line and colour, using your findings to inform your final abstract works of art.

Focus: Developing colour mixing skills and creativity when designing a self-portrait in a cubist style

Key Vocabulary: Self-portrait, style, cubist, Contrast, Tone, Texture, collage, view points

Lesson

Learning Objectives. IN WEEK ORDER

Possible teaching activities

1

To understand the term self portrait

To be able to recognise the difference between realistic and abstract art

To use specialist art vocabulary when describe Picasso's cubist paintings



YouTube clip: Pablo Picasso: Cubist Art Lesson

<https://www.youtube.com/watch?v=RINf5XZDcQs>

Discuss the differences between a realistic and a cubist self-portrait.

- The portraits look strange
- Facial features aren't the right shape, size or in the correct
- Bright colours
- They don't look like real people



		Discuss how Picasso's Cubist self-portraits differ in colour, style and pattern from a realistic self-portrait. Recall facts about Picasso's life, write down information and facts in your own words.
2	To be able to draw the different facial features in a cubist style and describe their shapes	Sketchbook work practice drawing different noses, mouths, eyes and ears in a cubist style experimenting with shapes, line, detail and sizes. Colour using pencil crayons and felt pens.
3	To understand the key elements needed to create a cubist portrait To know how to draw facial features in a cubist style	Teacher demonstration: how to draw a cubist face. Creating your own a cubist self-portrait focusing on layout, shape and size. Handout out a face template. Draw different facial features from both a front and side view experiment with the size, shapes and colour. Add line detail and pattern. Colour the face in bright colours and outline each facial feature with a thick black pen.
4	Design a cubist style portrait	Handout example sheet of enlarged facial features in a cubist style. Draw 2 ears, 2 eyes, a mouth and a nose all on separate sheets of paper. Low ability pupils will be provided with templates they can trace using a light box.
5	To follow instructions To create a design idea for a cubist style portrait	Draw an outline of a side on view of a person's face down the middle of the paper. Draw a fringe hair line at the top of the oval shape. Cut newspaper into small squares and glue down to cover one side of the face. On the other side colour using oil pastel to create a colourful pattern. Choose the brighter shades of colour to make your design stand out.

Outcomes:

All pupils will:	Most pupils will:	Some pupils will:
Draw the different facial features with simple shapes Can comment on where the different features and their place. To make a comment about Picasso's Cubist portraits.	Draw the different facial features in a cubist style Can describe with some detail the different facial features. Can explain the difference between a realistic and a cubist style portrait.	Draw the different facial features in a cubist style Can describe in detail the different facial features. Can explain the difference between a realistic and a cubist style portrait.

My Autumn term progress in Art Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

facial
features
distorted
pattern
collage
design
portrait
style

Working Towards / Stepping Stones

I can create a simple drawing of different facial features.			
I can make basic comments about what I have done in my work with some reminders.			
I can develop ideas with colours and shapes.			
I can fill a shape with a solid colour using colouring pencils.			
I can cut shapes using scissors.			
I can use coloured paper to create a collage.			
Oakwood Learning Stage 1			
I can draw different facial features in a cubist style.			
I can make basic comments about Pablo Picasso's Cubist portraits.			
I can press hard and soft to create light and dark marks.			
I can design a simple portrait in a cubist style.			
I can show some understanding of how different art materials can have different effects.			
I can make basic suggestions for ways to improve my work.			

My Autumn term progress in Art
Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

- facial
- features
- distorted
- pattern
- collage
- design
- portrait
- style

Oakwood Learning Stage 2			
I can use my sketchbook to draw, record ideas and experiences in a creative way.			
I can use my research to design a cubist style portrait			
I can comment on the different features and where they are placed.			
I can press hard and soft to create light and dark tones.			
I can explain the difference between a realistic and a cubist style portrait.			
I have developed better control and care over various materials whilst refining my work.			
Oakwood Learning Stage 3			
I can design detailed facial features in a cubist style.			
I can design a background that complements my cubist style portrait.			
I can make links between my own work and the artists and designers I have looked at.			
I can apply different amounts of pressure to create changes in tone.			
I can explain my work and share opinions use specialist art vocabulary.			
I can blend 2 or more colours together using pencil crayons			

Antony Gormley
Angle of the North



Matthew Roby



Michelle
Stitzlein



Contemporary Sculptors

Sculpture

Design ideas

Paper mache



Structure

Detail

Moulding

Texture

Manipulating



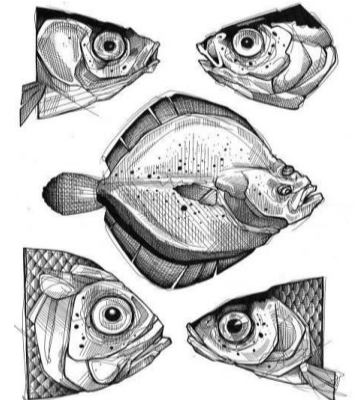
Observational Fish Drawings

Accuracy

fins

eyes

scales



Oakwood Academy Scheme of Work

Paper mâché sculpture Year 7

Unit: Paper Sculpture	Term: Spring	Length: 8 weeks
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<p>Inspire: Observing and discussing the work of several contemporary sculptors who create either abstract or realistic sculptures of insects. Paint demonstrations Demonstrate how to draw a design idea for either a humorous, scary, realistic or unusual fly design. Demonstrations focusing on paper moulding to create detail and intricate forms.</p>	<p>Impact: To know what a sculpture and can recognise one. To develop teamwork, imagination, cutting, moulding and manipulation skills. To understand the difference between a realistic and abstract art.</p>	<p>Independence: Using your imagination to come up with a design idea for a 3D fly. Working in pairs supporting each other with their paper construction, cut lengths of sellotape, scrunch piece of paper and support each other by holding the work whilst the other person sellotape it in place. Use the correct amount of paste. Build relief shapes using tissue paper and paper. Choose different coloured tissue to use within your sculpture.</p>
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Focus: To develop moulding and manipulation skills in the creation of a 3D fly. Develop your design ideas and make choices about the materials used to decorate your final creation. Consider your choice of colours to correct pattern and contrast with in your work.

Key Vocabulary: Sculpture, relief, manipulation, moulding, construction, realistic, abstract, contemporary, humorous, thorax, abdomen

Week	Learning Objectives. IN WEEK ORDER	Possible teaching activities
1	Develop the use of art specialist vocabulary when discussing artwork.	<p>Listen to a PowerPoint explain Sculpture. What is a sculpture? What materials can they be made from? Name a Sculptor? Where would you see a sculpture?</p> <p>Discuss the work of contemporary sculptors focusing on their use of material and whether their artwork is realistic or abstract.</p> <p>Create an artist title page called 'Sculpture' and copy down the keywords and their meaning.</p> <p>Contemporary art is the art of today, produced by artists who are living in our time.</p> <p>Abstract art is modern art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things.</p> <p>Realistic art looks like something from the real world, an exact representation.</p>

2	Use your imagination to design a sculpture with insect features.	Teacher demonstration focusing on how to draw the different sections of a fly, head, thorax, abdomen and wings. Pupils will use their sketchbook to develop their ideas and experiment with size, colour and shape. Draw a final design idea in colour.
3	To develop socialistic skills and teamwork when working in groups on the paper construction of your sculpture.	Organise the handout of equipment for the lesson, newspaper, plastic bottles, sellotape and scissors. Teacher demonstration focusing on how to mould a head shape and cone tail end. Scrunch 2 piece of newspaper and place insides another sheet to create a smooth head shape. Working in pairs help to support each other by holding and taping the paper shapes to the plastic bottle. Join the head to the base of the bottle and the cone shape place over the lid and tape into position. Pupils will need to cut numerous lengths of sellotape approximately 15cm in length and place these around the edge of the table to use when needed. All work needs labelling at the end of the lesson and stored in a class box.
4	To develop socialistic skills and teamwork when working in groups on the paper construction of your sculpture.	Equipment for the lesson, newspaper, plastic bottles, sellotape, scissors, cardboard and wing templates. Teacher demonstration focusing on moulding paper to form the body section. Pupils need to build up the body section and then the fly structure is ready for a layer of paper and paste before adding smaller shapes. Draw around the wing template onto a sheet of cardboard, cut out the cardboard shapes either 2 or 4 depending on how many wings each pupil wants. Label each wing and store in the class box. Build up the body section of the fly use scrunched up pieces of newspaper and secure with sellotape.
5	To understand how to create a smooth surface texture and develop 3D mould skills using paper and paste.	Equipment for the lesson, plastic sheets, newsprint, paste, gloves and the pupils work. Teacher demonstration teaching pupils how to apply paper and paste to create a smooth surface texture and the correct amount of paste they needed. Pupils need to cover the hold of the fly structure and wings with a smooth layer of paper and paste. The wings will be attached to the body later. Make sure all work is label and leave to dry on a plastic sheet
6	To develop socialistic skills and teamwork when working in groups on the paper construction of your sculpture.	Teacher demonstration focusing on how to mould eye shapes using paper. Pupils will tape small ball shapes to the face to form eye and then cover with small pieces of paper and paste. Demonstrate how to add a pattern design to the cardboard wings using coloured tissue paper and pasted. What is a pattern? What does the word repetitive mean? Equipment for the lesson, newspaper, cellotape, scissors, paste, tissue paper and pupils work. Make sure all work is label and leave to dry on a plastic sheet and make sure no one's work is touching.

7	To understand how to create a smooth surface texture and develop 3D mould skills using paper and paste.	Teacher demonstration focused on adding coloured tissue paper to create a colourful pattern design on the body of the fly. Equipment for the lesson, plastic sheets, coloured tissue paper, paste, gloves and pupils work. Make sure all work is labelled and leave to dry on a plastic sheet
8 - 9	Develop moulding and manipulating skills using tissue paper and paste.	Equipment for the lesson, plastic sheets, coloured tissue paper, paste, gloves, and pupils work. Demonstrate how to build relief shape using scrunched up tissue paper and paste.
10	To further develop your moulding and manipulating skills by adding small relief shapes of detail.	Equipment for the lesson, plastic sheets, coloured tissue paper, paste, gloves, PVA glue, sellotape, scissors and pupil work. Demonstrate how to join the wings to the body of the fly and secure them in place with glue tape and a thin layer of tissue paper.
11	Evaluate your work to understand your successes and areas for improvement.	Evaluate work, what when well, what new skills have you learnt, what would you change?

Outcomes:

All pupils will:	Most pupils will:	Some pupils will:
<p>Draw a fish design with some recognisable features. Scrunch newspaper to form basic shapes. Cut sellotape with some support Improve their handgrip when using scissors Draw around a wing template with some support Can cut around a template but may not always stay near the line. Can place pieces of sellotape to attach scrunched up paper shapes to a bottle Can form paper shapes to represent eyes, head and tail with some support and guidance Can choose different coloured tissue Use different amounts of paper-mache paste and may need reminding if they use too much or too little.</p>	<p>Draw a fly design with recognisable features and good colour combinations. Scrunch newspaper into different shapes. Cut pieces of sellotape independently. Improve their handgrip when using scissors. Accurately draw around a wing template. Can carefully cut around a template and generally stay on the line. Can place pieces of sellotape securely when constructing the fly structure. Can form different paper shapes to represent the fly's eyes, head and tail. Can create colourful tissue paper patterns. Use the correct amount of paste. Can create relief shapes.</p>	<p>Draw a detailed fly design with recognisable features and good colour combinations. Scrunch newspaper into different shapes. Cut the correct length of sellotape. Accurately draw around a wing template. Can carefully cut around a template and place pieces of sellotape securely when constructing the fly structure. Can form different paper shapes to represent the eyes, head, fins and tail of a fish. Can create colourful tissue paper patterns. Use the correct amount of paste. Can create detailed relief design.</p>

Assessment:
Formative Assessment: Self & peer assessment, group crits, practical marking sheet, verbal feedback and in-depth marking.
Summative Assessment: Data capture at the end of each term

Literacy: Introduce pupils to new vocabulary through the use of the vocabulary board, class discussion and PowerPoints.	Numeracy: Estimation, enlarging, scale, proportions	Cross curricular: History and RMT
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My Autumn term progress in Art
Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

sculpture
relief
mould
manipulate
structure
scrunch
contrast
recognisable

Working Towards / Stepping Stones			
I can create a simple drawing of a fish.			
I can describe key features of my work and others.			
I have improve my handgrip when using scissors.			
I can use glue and paste carefully.			
I can organise my working area and clear away with some guidance.			
I can say what I have been doing			
Oakwood Learning Stage 1			
I can show an interest in the artists I have looked at and comment on their work.			
I can draw a colourful fish design with recognisable features.			
I can scrunch newspaper to form basic shapes.			
I can use the correct amount of paste when adding layers of paper.			
I can create colourful tissue paper patterns.			
I can describe what I think about my work and the work of others.			

My Autumn term progress in Art
Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

sculpture
relief
mould
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Oakwood Learning Stage 1

- | | Not yet | Nearly there | Got it! |
|---|---------|--------------|---------|
| I can show an interest in the artists I have looked at and comment on their work. | | | |
| I can draw a colourful fish design with recognisable features. | | | |
| I can scrunch newspaper to form basic shapes. | | | |
| I can use the correct amount of paste when adding layers of paper. | | | |
| I can create colourful tissue paper patterns. | | | |
| I can describe what I think about my work and the work of others. | | | |

Oakwood Learning Stage 2

- | | | | |
|---|--|--|--|
| I can draw a detailed fish design with recognisable features. | | | |
| I can design a relief fish with a variety of colours and patterns. | | | |
| I can build a paper structure by scrunching up newspapers and joining with sellotape. | | | |
| I can mould paper shapes to represent the eyes and fin detail. | | | |
| I can name the artists we are studying and comment on the work. | | | |
| I can talk about the materials, techniques and processes they have used. | | | |

My Autumn term progress in Art
Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

sculpture
relief
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scrunch
contrast
recognisable

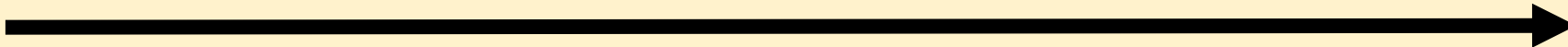
Oakwood Learning Stage 2

I can draw a detailed fish design with recognisable features.			
I can design a relief fish with a variety of colours and patterns.			
I can build a paper structure by scrunching up newspapers and joining with cellotape.			
I can mould paper shapes to represent the eyes and fin detail.			
I can name the artists we are studying and comment on the work.			
I can talk about the materials, techniques and processes they have used.			

Oakwood Learning Stage 3

I can draw realistic fish from observation with good detail and tone.			
I can draw a detailed fish design with contrasting colours and recognisable features .			
I can mould paper to create a detailed structural shape for my relief fish.			
I can talk about the materials, techniques and processes they have used, using art specific vocabulary.			
I can mould small tissue paper shapes to add fine relief detail.			
I can reflect on what they like and dislike about my work in order to improve it.			

Summer 2 Year 7 - Surrealist Landscape



Learn about the Surrealist artist movement focusing on the artists Rene Magritte and Salvador Dali.

Develop creative and thought-provoking research pages based on Surrealism.

Create a series of tonal studies based on ideas of objects to use in a surrealist picture.

Learn about perspective drawing. Draw a horizon line with a road and pavement in perspective.

Design a surrealist composition where some of the object are out of proportion.

Smaller objects in the background with larger objects in the foreground

Use tone and shade to emphasise depth within your work.

Intent	Design ideas	Making	Knowledge	Evaluating
Working Towards	I'm starting to record simple methods in my sketchbook using different media.	I can create a simple representation of a landscape. I can fill a shape with a solid colour using pencils crayons or paint.	I can name the art movement we are studying.	With help, I can select images when given a choice to choose from to use in my project.
Oakwood Learning Stage 1 and 2	I can use my imagination to design a surrealist landscape. With some help I can find images on the internet I can draw from. I can find the right images for my project.	I can demonstrate an awareness of proportion when drawing from observation. I can draw smaller objects in the background with larger objects in the foreground	I can use perspective lines to draw a road and pavement. I know how to recognise and describe some simple characteristics of Surrealist art.	I know how to recognise and describe some simple characteristics of Surrealist art.
Oakwood Learning Stage 3 and 4	I can create a series of tonal studies based on my ideas. I can find the right images for my project using my own search terms on the internet.	I can use my imagination to design an unusual and strange landscape.	I can use perspective lines to draw a detailed surrealist landscape with tone to emphasise depth. I can demonstrate an understanding of proportion and scale when drawing from observation.	

My Autumn term progress in Art Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

perspective

3 dimensional

form

illusion

space

foreground

background

depth

Working Towards / Stepping Stones

I can create a simple representation of a landscape.

I'm starting to record simple methods in my sketchbook using different media.

I can fill a shape with a solid colour using pencils crayons or paint.

With help, I can select images when given a choice to choose from to use in my project.

I can name the art movement we are studying.

Oakwood Learning Stage 1

I can use my imagination to design a surrealist landscape.

With some help I can find images on the internet I can draw from.

I can use perspective lines to draw a road and pavement.

I know how to recognise and describe some simple characteristics of Surrealist art.

I can name the artist or art movement we are studying.

Working Towards / Stepping Stones	Not yet	Nearly there	Got it!
I can create a simple representation of a landscape.			
I'm starting to record simple methods in my sketchbook using different media.			
I can fill a shape with a solid colour using pencils crayons or paint.			
With help, I can select images when given a choice to choose from to use in my project.			
I can name the art movement we are studying.			
Oakwood Learning Stage 1			
I can use my imagination to design a surrealist landscape.			
With some help I can find images on the internet I can draw from.			
I can use perspective lines to draw a road and pavement.			
I know how to recognise and describe some simple characteristics of Surrealist art.			
I can name the artist or art movement we are studying.			

My Autumn term progress in Art
Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

perspective
3 dimensional
form
illusion
space
foreground
background
depth

Oakwood Learning Stage 1			
I can use my imagination to design a surrealist landscape.			
I can find some images I can draw from for my project with some help			
I can use perspective lines to draw a road and pavement.			
I know how to recognise and describe some simple characteristics of Surrealist art.			
I can name the artist or art movement we are studying.			
Oakwood Learning Stage 2			
I can demonstrate an awareness of proportion when drawing from observation.			
I can find the right images for my project.			
I can use my imagination to design a surrealist landscape with unusual objects.			
I can use perspective lines to draw a surrealist landscape with detail and colour.			
I can draw smaller objects in the background with larger objects in the foreground			

My Autumn term progress in Art Year 7: Art Skills Assessment

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

perspective

3 dimensional

form

illusion

space

foreground

background

depth

Oakwood Learning Stage 2

I can demonstrate an awareness of proportion when drawing from observation.

I can find the right images for my project.

I can use my imagination to design a surrealist landscape with unusual objects.

I can use perspective lines to draw a surrealist landscape with detail and colour.

I can draw smaller objects in the background with larger objects in the foreground

Oakwood Learning Stage 3

I can create a series of tonal studies based on my ideas.

I can use my imagination to design an unusual and strange landscape.

I can use perspective lines to draw a detailed surrealist landscape with tone to emphasise depth.

I can find the right images for my project using my own search terms on the internet.

I can demonstrate an understanding of proportion and scale when drawing from observation.

Oakwood Learning Stage 2	Not yet	Nearly there	Got it!
I can demonstrate an awareness of proportion when drawing from observation.			
I can find the right images for my project.			
I can use my imagination to design a surrealist landscape with unusual objects.			
I can use perspective lines to draw a surrealist landscape with detail and colour.			
I can draw smaller objects in the background with larger objects in the foreground			
Oakwood Learning Stage 3	Not yet	Nearly there	Got it!
I can create a series of tonal studies based on my ideas.			
I can use my imagination to design an unusual and strange landscape.			
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