

	<b>Term 1: Sept –Dec Content</b>	<b>Term 2: Jan-April Content</b>	<b>Term 3: April - July Content</b>	<b>Desired end of year outcomes</b>
<b>Year 7</b>	<p><b>Main Project: Self Portrait/ About myself, (painting and drawing)</b> Includes: Colour theory and colour mixing; Primary, secondary, complimentary colours Looking at facial proportions; Different ways to draw a portrait. The history or portraiture, the effects of the invention of the camera etc. Cultural differences in portrait painting/ making. Referring to artists including: Andy Warhol, Chuck Close, Picasso.</p> <p>Throughout the year events such as Guy Fawkes Night, Black History month and seasonal changes in the natural environment are explored.</p>	<p><b>Project 1: Observational drawing and painting</b> Working from still life arrangements; techniques of observational drawing, light and shade, composition etc. Referencing and referring to artists such as Chardin, Cezanne, Matisse.</p> <p><b>Project 2: Multicultural art.</b> Looking at Islamic, African and Aboriginal art in-particular.</p> <p><b>Islamic:</b> Pattern, geometry, clay tile making. <b>African:</b> simplification of forms, mask making (papier-mâché). <b>Aboriginal:</b> symbolism, map making, making own pigments from clay, chalk, mud; resulting in a finished painting.</p> <p>(All projects start with discussion of examples)</p>	<p><b>Main Project: Landscape; including urban, rural and coastal (drawing and painting).</b></p> <p>Looking at environments, architecture, natural phenomenon.</p> <p>Developing personal work from immediate surroundings; using sketching and printing techniques and cameras to record information.</p> <p>Planning composition and producing a mixed media painting. Referring to artists such as Constable, JMW Turner, LS Lowry.</p>	<p>Understanding and use of mixing colours. Understanding and use of colour theory; primary and complimentary colours. Understanding where pigments come from and how they are used culturally. Being aware that different cultures have different approaches, concerns and techniques when making art. Becoming independent in their ability to choose media and develop a given theme or brief. Developing confidence when handling a range of media such as paint, clay, papier-mâché. Using sketching as a tool to record observations. Developing an understanding of art and artists through time and culture. To feel safe and able to express themselves. To enjoy being creative.</p>
				<b>Key Contact Name &amp; Email</b>
<b>Assessment</b>	<p>Verbal feedback during lessons. Curriculum targets Half yearly assessments.</p>	<p>Verbal feedback during lessons. Curriculum targets Half yearly assessments.</p>	<p>Verbal feedback during lessons. Curriculum targets Half yearly assessments.</p>	<p>C. Jessup cjessup@glebe.bromley.sch.uk</p>