**YEAR 7 ART OVERVIEW – "My Life"**

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| **Half Term 1** |
| **Topic : 'My Shoe' Tone & Observation**   * Process of drawing including ‘sketch-review-modify’. * Tone and Texture. * Observation, structure and proportions. * Begin research into artists’ work. |
| ***Assessment***   * ***Continuous common assessment through class and homework*** |
| **Half Term 2** |
| **Topic : 'My Food' Colour Theory**   * Focus on the colour wheel and Primary/Secondary colours. * Colour mixing. * Manipulation of water-based block paint. * Ongoing research into artists’ styles. |
| ***Assessment***   * ***Continuous common assessment through class and homework*** |
| **Half Term 3** |
| **Topic : Portraits – Observational drawing & 'My Role Model'**   * Process of drawing portraits in proportion. * Observation, structure and scale. * Line into tone. * Begin research into artists’ portraits. |
| ***Assessment***   * ***Continuous common assessment through class and homework*** |
| **Half Term 4** |
| **Topic : Gargoyles – 'My Fantasy Design' development**   * Expressive colour, collage self-portraits. * Imagination, exaggeration and distortion. * Wax-Resist technique. |
| ***Assessment***   * ***Continuous common assessment through class and homework*** |
| **Half Term 5** |
| **Topic : Gargoyles – 'My Fantasy Design' development continued**   * Complete Gargoyle development from Line into tone. * How to produce a final design piece. * Gargoyle Personal Learning/Response Project – On going homework assignment. |
| ***Assessment***   * ***Continuous common assessment through class and homework*** |
| **Half Term 6** |
| **Topic : "My Design Outcome" Clay**   * Introduction to clay – basic techniques such as ‘pinching and pulling’. * End/submission/presentation of Gargoyle Personal Learning/Response Project. |
| ***Assessment***   * ***Continuous common assessment through class and homework*** |

***Recommendations to parents***

* Provide opportunities for your son to draw from observation – encourage him to look and notice.
* Reassure your son that drawing involves making changes and that it is not simply a question of ‘getting things right’ first time.
* Visit galleries – preferably in person but if not then on line. Focus, in particular, on different approaches to portraiture.

Some important Galleries and Museums are:

[The Royal Academy](http://www.royalacademy.org.uk/)  
[The British Museum](http://www.thebritishmuseum.ac.uk/)  
[The National Gallery](http://www.nationalgallery.org.uk/)  
[The Tate Gallery](http://www.tate.org.uk/home/default.htm)  
[The National Galleries of Scotland](http://www.nationalgalleries.org/)  
[The National Portrait Gallery](http://www.npg.org.uk/live/index.asp)  
[The Victoria and Albert Museum](http://www.vam.ac.uk/)  
[The National Museums and Galleries on Merseyside](http://www.liverpoolmuseums.org.uk/)  
[The Institute of Contemporary Arts](http://www.ica.org.uk/)  
[The Wallace Collection](http://www.the-wallace-collection.org.uk/)  
[The William Morris Gallery](http://www1.walthamforest.gov.uk/wmg/home.htm)  
[The Whitechapel Gallery](http://www.whitechapel.org/)

Further links to Galleries and Museums may be found on the Art Department website (links)

Note: The art department projects are under constant revision and we reserve the right to make changes to this published overview at any time. Actual timings may vary.