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Year 7 Overview 2025-26 – *Art*

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (8 Lessons)				
Wed 2-Sep Tues Y7 only Thursday- whole school	A	1	**<u>Tonal exercise - skills based unit</u>** An introduction to shading techniques. Introduce the three techniques shading, cross-hatching and scribble technique. Introduce pupils to the art of blending using their finger and/or blending sticks and learning how a putty rubber works. Evaluation of own and peer work, learning how to improve and develop the skills. **GW:** All three techniques have been used in pencil and pen. Blending sticks and a putty rubber have been experimented with. **BI:** At least 7 different shades have been achieved using all of the technique's. The shades of grey are visibly different and 'black' has been achieved. **EW:** A level of confidence is evident and each technique displays a level of skill. Each different shade flows seamlessly into the next.	Drawing & Shading Learning and developing the basic shading skills – this will inform every piece of work completed throughout KS3 & KS4. Learn how to use both 2B/ 6B pencils and pen. Key words for learning/ Tier 2/3 Vocabulary Shading – slight variation or difference of colour Blending – the action of mixing or combining things together Tone – a particular quality of brightness, deepness or hue of a shade/colour Scribble – to draw carelessly, hap-hazardly Cross-hatching – shading with intersecting sets of parallel lines GCSE/ Subject Links Maths – measuring the grid pupils draw a 36 box grid, each square measuring 3cm x 5cm. These basic three shading techniques have been used by Artists throughout time. How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning. Careers Graphic designer, Animator, Illustrator, Designer. Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers. *Parent and Carers month/Black History month* *World afro day* *International day of sign languages* *world mental health day* *world teachers day* *World cerebal palsy day* • **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)
7-Sep	B	2		
14-Sep (INSET Friday)	A	3		
21-Sep	B	4		
28-Sep	A	5		
5-Oct	B	6		
12-Oct	A	7		
19-Oct	B	8		
Half-Term			**7** weeks (7 lessons)	

Prior – Y6	Current	Next – Y8
Some recall of the different techniques in KS2 work.	All pupils are aware of and have experimented with the three basic shading techniques and the use of the equipment that can help.	Pupils build on and practise the skills they have learned. There is drawing and shading in every project.

<table>
<tr>
<td>2-Nov</td>
<td>A</td>
<td>9</td>
<td rowspan="6"><u>Observational drawing - skills based unit.</u>

An introduction to observational drawing skills. Pupils shown how to measure and draw an A4 grid containing 16 small squares and two larger squares in their sketchbook. Pupils learn how to draw from real life objects using the aid of a viewfinder. Introduce proportion and scale to enable pupils to achieve an accurate drawing. In the larger squares pupils learn how to size up whilst still keeping objects in proportion and making sure they are accurate. Pupils use shading and blending techniques in conjunction with a blending stick and a putty rubber. Pupils learn about how pencils work, what ‘B’ and ‘H’ pencils do. The Art of ‘looking’ is encouraged to achieve a successful observational drawing. This in turn helps pupils to understand where the light and shade falls on the objects and will make their drawings more realistic. Evaluation of own and peer work, learning how to improve and develop the skills.

<table>
<tr><th>Prior – Y6</th><th>Current</th><th>Next – Y8</th></tr>
<tr><td>Some recall of observational drawing techniques in KS2 work.</td><td>All pupils have experimented with a view finder. They have also learned the basics of the sizing up technique.</td><td>Pupils will continue to develop their observation drawings skills. Using different sources to draw from.</td></tr>
</table>

GW: Pupils can use the viewfinder and select the most interesting part of the object. The drawings resemble the objects they have chosen. A blending stick and a putty rubber have been experimented with. Three tones have been achieved, a light, a grey and a dark. BI: Pupils consider the angle which they place the viewfinder. Line drawings are detailed and accurate. Sizing up is successful and drawings are accurate whilst being in proportion. Five tones have been achieved including a light, three different greys and a black. Shades are blended together. EW: Each drawing is accurate, detailed and realistic.</td>
<td rowspan="6">Drawing and Shading
Observational drawing skills and using a viewfinder.
Developing and practicing shading skills.

Key words for learning/ Tier 2/3 Vocabulary
Observe/Observational drawing – To see/look, to perceive, to notice
Accuracy – the state of being precise or exact
Detail – to give full information about
Depth - the apparent existence of three dimensions in a picture or other two-dimensional
Proportion - the relationship of one thing to another in terms of size
Perspective - the art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other
Sizing up – to make larger whilst maintaining proportion and accuracy.

GCSE/ Subject Links
Maths – measuring the grid. Pupils draw a 5 x 5 cm grid in their sketchbook.

Still life/ observational drawing is an integral element in Art and has been used throughout time. To draw accurately it is important to look at what you are drawing. Cézanne has many famous painted still lives, he wished to showcase the objects themselves and would tilt the plane towards the viewer so we can get a better look.

How will we know they have learned this?
Practical evidence, ST tracking exams, Assessment books and questioning.

Careers
Architect, Design engineer, Fashion designer, drafts person.

Assessment
KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.</td>
</tr>
<tr>
<td>9-Nov</td>
<td>B</td>
<td>10</td>
</tr>
<tr>
<td>16-Nov</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>23-Nov</td>
<td>B</td>
<td>ST1 (core only)</td>
</tr>
<tr>
<td>30-Nov</td>
<td>A</td>
<td>ST1 (core only)</td>
</tr>
<tr>
<td>7-Dec</td>
<td>B</td>
<td>14</td>
</tr>
</table>

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<table>
<tr><td>14-Dec</td><td>A</td><td>15</td><td>A level of confidence is evident when sizing up and proportion remains accurate. Seven tones have been achieved, and each shade has been blended together seamlessly.</td><td>Mens health awareness month/disability confident month
Diwali
Remembrance Sunday
Transgender awareness week
World Diabetes Day
World AIDS day
Christmas Day
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td></tr>
<tr><td colspan="5">Christmas Holiday 6 weeks (6 lessons)</td></tr>
<tr><td>4-Jan</td><td>B</td><td>16</td><td rowspan="3"><u>Skills based unit – shading and blending with colour pencils. Practice sheet moving onto circle</u>

An introduction to shading and blending techniques using colour pencils. Introduce students to the technique of building up layers and overlapping colours to create seamless blending. Students practice and develop these techniques on a skills sheet. There is a challenge to explore these techniques within a circle.
Students then progress on to drawing buildings using one-point perspective within a circle. Students learn how to draw basic building shapes from a worm's eye view. Opportunities are provided for students to draw more complex 3D buildings with unique details. Focus is upon the use of lines; all vertical lines need to lead to the vanishing point. Students then blend and shade the buildings with colours that are representative of the colour wheel. Students learn the position of the colours on the wheel and understand why they are positioned in such a way.
Evaluation of own and peer work, learning how to improve and develop the skills.

<table><tr><th>Prior</th><th>Current</th><th>Next – Y8</th></tr><tr><td>Some recall of the different techniques in KS2 work.</td><td>All students have experimented with shading and blending techniques.</td><td>Pupils build on and practise the skills they have learned. There is drawing and shading in every project.</td></tr></table></td><td rowspan="3">Shading & blending
Learning and developing the basic blending and shading skills – this will inform every piece of work completed throughout KS3 & KS4. Learn how to use coloured pencils successfully.

Perspective
Learning about perspective, focussing on drawing basic shapes using one-point perspective.
Learning about the colour wheel and the positioning of the colours.

Key words for learning/ Tier 2/3 Vocabulary
Shading – slight variation or difference of colour
Blending – the action of mixing or combining things together
Tone – a particular quality of brightness, deepness or hue of a shade/colour
Perspective - the art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other
One-point perspective – A drawing has one-point perspective when it contains only one vanishing point on the horizon line
Horizon Line – Eye level
Vanishing Point – The point furthest in the distance
Diameter – the length of a straight line that passes through the centre of a circle
Radius - a straight line extending from the centre of a circle to the circumference. The radius of a circle is half the diameter
Worms Eye view - A view from below, as though the observer were a worm looking upwards
Birds Eye view - A view from above, as though the observer were a bird looking down
Primary colours –Yellow, Red and Blue. Colours that can't be created by mixing
Secondary colours - Orange, Purple and Green. Colours that can be created by mixing a combination of primary colours</td></tr>
<tr><td>11-Jan</td><td>A</td><td>17</td></tr>
<tr><td>18-Jan</td><td>B</td><td>18</td></tr>
</table>

25-Jan	A	19	**GW**: Students have experimented with shading and blending techniques using colour pencils. They have drawn simple buildings using one-point perspective from a worm's eye view. Students have correctly placed primary and secondary colours within the wheel. There is evidence of shading within the wheel. **BI**: Students have drawn complex buildings, some 3D, using one-point perspective from a worm's eye view. Students have correctly placed primary and secondary colours within the wheel. Three tones have been achieved with the coloured pencils and there is evidence of blending. **EW**: Students have drawn complex, 3D buildings, featuring unique details in one-point perspective, from a worm's eye view. Students have correctly placed primary and secondary colours within the wheel. Three or more tones have been achieved with the colour pencils and there is evidence of mixing and blending. Students have consistently shaded the dark and light areas in the same place in all of their buildings.	GCSE/ Subject Links Maths/Geometry Blending refers to the technique of mixing colours on a surface, while shading refers to the act of darkening certain parts of a picture to add depth. Artists invented the first pigments—a combination of soil, animal fat, burnt charcoal, and chalk—as early as 40,000 years ago, creating a basic palette of five colours: red, yellow, brown, black, and white. Since then, the history of colour has been one of perpetual discovery. How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning. Careers Architect, structural engineer, CAD drawing, Graphic designer, medical imaging, astronomer/aerospace industry. Assessment KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers. *LGBT+ History month* *Holocaust memorial day* *World Hijab Day* *Children's mental health week.* *Safer internet day* *Chinese New Year* **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)
1-Feb	B	20		
8-Feb	A	21		
Half-Term			6 weeks (6 lessons)	
22-Feb	B	22	**<u>Skills based unit – shading and blending with acrylic paint</u>** An introduction to shading and blending techniques using acrylic/watercolour. Introduce students to using white and purple to create different shades of the same colour. Students then use the shades they have mixed and build up layers of paint and overlap shades to create seamless blending. Students need	Shading & blending with acrylic Learning and developing the basic blending and shading skills. Learn how to apply acrylic paint successfully. Key words for learning/ Tier 2/3 Vocabulary Shading – slight variation or difference of colour Blending – the action of mixing or combining things together Tone – a particular quality of brightness, deepness or hue of a shade/colour

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<table>
<tr>
<td>1-Mar</td>
<td>A</td>
<td>23</td>
<td rowspan="4">to use a minimum amount of water to blend well. Students practice and develop these techniques on a skills sheet. There is a challenge to explore these techniques within a circle.
Students then progress on to using the techniques learnt and paint a pre-constructed 3D object, using monochrome colours. Focus is upon the use of white to create different shades of the same colour and blending techniques.
Evaluation of own and peer work, learning how to improve and develop the skills.

<table>
<tr><th>Prior</th><th>Current</th><th>Next – Y8</th></tr>
<tr><td>Some recall of the different techniques in KS2 work.</td><td>All students have experimented with acrylic paint and have mixed their own colours as well as shading and blending techniques.</td><td>Pupils build on and practise the shading and blending skills they have learned.</td></tr>
</table>

GW: Students have experimented with acrylic paint, adding white to colours to make them lighter and purple to make them darker. There is evidence of blending. BI: Students have used their knowledge of the colour wheel to mix their own secondary colours. Students have added white and purple to achieve lighter and darker shades. Three tones have been achieved in each colour and there is some evidence of blending.
EW: Three or more tones have been achieved in each shape and seamlessly blended together. Students have consistently shaded the dark and light areas in the same place on all of the 3D.</td>
<td rowspan="4">Primary colours –Yellow, Red and Blue. Colours that can't be created by mixing
Secondary colours - Orange, Purple and Green. Colours that can be created by mixing a combination of primary colours.

GCSE/ Subject Links
Maths/Geometry/ % re; colour mixing

Blending refers to the technique of mixing colours on a surface, while shading refers to the act of darkening certain parts of a picture to add depth. Artists invented the first pigments—a combination of soil, animal fat, burnt charcoal, and chalk—as early as 40,000 years ago, creating a basic palette of five colours: red, yellow, brown, black, and white. Since then, the history of colour has been one of perpetual discovery.

How will we know they have learned this? Practical evidence, ST tracking exams, Assessment books and questioning

Careers
Art director, community arts worker, conservator, exhibition designer, Fine artist, Graphic designer, Illustrator, Printmaker.

Assessment
KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.
Women's history month
Ramadhan begins
World Down Syndrome day
Transgender day of visibility
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr>
<td>8-Mar</td>
<td>B</td>
<td>24</td>
</tr>
<tr>
<td>15-Mar</td>
<td>A</td>
<td>25</td>
</tr>
<tr>
<td>22-Mar
finish on Thursday 25th</td>
<td>B</td>
<td>26</td>
</tr>
<tr>
<td colspan="2">Easter Holiday</td>
<td colspan="2">12 weeks (12 lessons)</td>
</tr>
</table>

<table>
<tr>
<td>12-Apr</td>
<td>A</td>
<td>27</td>
<td><u>Pop Art – Critical Study Unit</u>

An introduction to Pop Art movement. Pupils study the work of Roy Lichtenstein and Andy Warhol. Pupils research and gather information; images of the artist's</td>
<td>Introduction using video clips on Pop Art featuring the work of Andy Warhol and Roy Lichtenstein.

Learning how to display information creatively.
Developing shading skills with coloured pencils.
Building on prior knowledge of shading with 6B pencil;</td>
</tr>
</table>

<table>
<tr>
<td>19-Apr</td>
<td>B</td>
<td>28</td>
<td rowspan="8">work and facts. Pupils use this information to create an A4 critical study based on Pop Art. Students learn how to present images and facts creatively. Detailed drawings of the works of Art are included. Focus is upon the use of lines, shapes and composition, overlapping of drawings and images. Pupils use shading and blending techniques with colour pencils. Paying close attention to the use of primary colours and the way Roy Lichtenstein uses colour to create lines and to fill spaces. Evaluation of own and peer work, learning how to improve and develop the skills.

<table>
<tr><th>Prior – Y6</th><th>Current</th><th>Next – Y8</th></tr>
<tr><td>Some recall of colour theory.</td><td>All pupils have knowledge of Pop Art. All have used shading and blending techniques with coloured pencils.</td><td>Pupils will continue to develop their blending and shading skills with coloured pencils.</td></tr>
</table>

GW: Pupils can recognise Andy Warhol and Roy Lichtenstein’s work. They have researched and collected relevant information and images related to Pop Art. The drawing is recognisable as a copy of Pop Art. Two tones have been achieved with the coloured pencils; dark and light with the same colour. BI: Pupils research is detailed and images selected are of a good quality for printing. Pupils have considered composition and have explored ways of presenting their research. Drawings are accurate and clearly link to the research. Three tones have been achieved with the coloured pencils; dark, light and a midtown with the same colour. EW: Each drawing is accurate and detailed. Pupils have developed a creative composition which leaves minimal background space. Pupils have used dots, stripes and cartoon words within negative space. Five-seven tones have been achieved, and each shade has been blended seamlessly. Colour has been built up to create a bold, bright shade which reflects the work of the Artists. Develop into a pop art water colour painting.</td>
<td rowspan="8">pupils use these techniques and apply them using colour.

Key words for learning/ Tier 2/3 Vocabulary
Pop Art – Popular Art
Accuracy – the state of being precise or exact
Detail – to give full information about
Composition – the artistic arrangement of the parts of a picture

GCSE/ Subject Links
History - Pop Art movement (1950s)

Pop art presented a challenge to traditions of fine art by including imagery from popular and mass culture. Pupils given opportunity to unpick and discuss why particular imagery was used and how this linked to the 1950s. The explosion of celebrity culture, consumerism and widespread icons from the 1950’s/60’s up until today.
The numerous pop artists who pupils look at for this unit of work are diverse group of people; while predominantly male earlier on the more contemporary pop artist who have taken pop art to a new level are female.

Andy Warhol (1928-1987)
Keith Haring (1958-1990)
Roy Lichtenstein (1923-1997)
Tom Wesselmann (1931-2004)
Robert Rauschenberg (1925-2008)
Alex Katz (1927-current)
Yayoi Kusama (1929-current)

How will we know they have learned this?
Practical evidence, ST tracking exams, Assessment books and questioning.

Careers
Webpage/logo designer, gallery owner, curator, editorial director, creative director.

Assessment
KS3 - Continual verbal feedback - WWW, EBI record that is completed during each project (generally around the middle of the project). End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points. At least twice during a project, sketchbooks are shared to gather a holistic understanding of the work, this allows pupils to learn from each other, and be inspired by their peers.
Good Friday 18/4
Easter Sunday 20/4
Autism and stress awareness month.</td>
</tr>
<tr>
<td>26-Apr</td>
<td>A</td>
<td>29</td>
</tr>
<tr>
<td>3-May
(Bank holiday Mon)</td>
<td>B</td>
<td>ST2</td>
</tr>
<tr>
<td>10-May</td>
<td>A</td>
<td>ST2</td>
</tr>
<tr>
<td>17-May</td>
<td>B</td>
<td>32</td>
</tr>
<tr>
<td>24-May</td>
<td>A</td>
<td>33</td>
</tr>
<tr>
<td>7-Jun</td>
<td>B</td>
<td>34</td>
</tr>
<tr>
<td>14-Jun</td>
<td>A</td>
<td>35</td>
</tr>
<tr>
<td>21-Jun</td>
<td>B</td>
<td>36</td>
</tr>
</table>

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28-Jun (SJBF Inset)	A	37		*25/4 World Malaria Day* *26/4 Lesbian visibility day* *UK national walking month.* *1/5-7/5 Deaf awareness week* *23/05 Vesak* *LGBTQ+ pride month.* *Gypsy, Roma and Traveller history month.* *world day against child labour* *autistic pride day* *World refugee day* **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)
5-Jul	B	38		
12-Jul	A	39		
(Total: 190 Days)				

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?