

Broadening Horizons

Our intent is that all students have a full understanding of how to develop themselves as well rounded citizens, maintain healthy relationships and understand how to keep themselves safe both online and in their day-to-day life. We want all students to know what options are open to them in the future and understand the routes they have in order to progress on their life journey. To achieve this, our curriculum includes: artists and cultural links, visits or a visiting artist, virtual galleries, looking at the greater awareness of artwork in the wider world, after school art clubs, links to employment opportunities including ceramicist and printmaker, and working with an artist in their own environment where appropriate. We also learn about historical and contemporary artists.

Careers

We run a series of 'Careers in the Curriculum' weeks in our school. For Art, this week takes place in November. Students will learn about how to apply the skills they learn in art, to the wider world or work such as creativity, organisation and critical thinking. Students will learn about how these skills can be used in a variety of jobs. Students will also learn how to link the art subject way to life skills.

Immerse Yourself



Fauvism in 4 Minutes - The Wild Beasts of Art

Fauvism was a movement that started in France back in 1905, and lasted just a couple of years.

Though it was short-lived, it had a huge impact on 20th Century art.

Watch the video to find out why!



Henri Matisse: The Cut-Outs

Take a sneak peak at Tate Modern's Matisse Exhibition.

Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson based prizes.

SUBJECT LEVEL REWARDS

Reward scheme: star of the week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

Contact



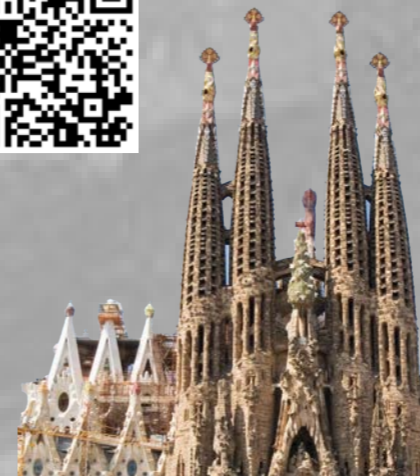
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The Works of Antoni Gaudi

Antoni Gaudi built and renovated some of Barcelona's most stunning landmarks. Watch the highlights from the architectural visionary.



Edition 2
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ART
YEAR 7 Curriculum Newsletter



Curriculum Intent

The student success that we celebrate in Art is achieved through inspiring and challenging lessons, equipping students with the knowledge and skills required to work creatively and independently.

Students gain a firm understanding by investigating a range of art movements from different cultures, artists, crafts people, designers and architects. They are taught how to control a range of materials through specific tasks.

We encourage our students to experiment, invent and create their own works of art.

Our curriculum empowers students to develop as artists by working on individual pieces, enabling students to become independent and creative.

We aim to ensure that students value the role of art in the wider community and are confident to use the skills they develop to get involved in activities that enrich themselves and their communities.



Have your say!

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



Year 7 Curriculum

Investigating - Skills and Knowledge in Art and Design

Colour and Texture

Artists Studied: Henri Matisse

Period: Impressionism / Fauvism

We'll investigate Fauvism, the works of art created by Henri Matisse, colour theory. We'll draw patterns and conduct basic colour mixing, look at the application of paint, mixing, blending, collage, and drawing with scissors. We'll also identify the characteristics of the art movement Fauvism.

Shapes and Form

Artists Studied: Paul Klee-Gaudi

Period: Expressionism

We'll investigate Expressionism and its impact on architecture. We'll look at drawing shapes, clay work, and 3D. We'll also investigate architects past and present, and line, texture, tone, form and colour.

Feelings

Artists Studied: Mark Rothko, Jackson Pollock, Joan Mitchell, Erich Heckel, Angelika Millmaker, Aaron Siskin

Period: Expressionism

We'll look at colour combinations to create different moods. We'll explore lino designs, printmaking and mixed media work using fabrics and other materials.

Self-Expression

Artists Studied: Jean Michel Basquiat, Phlegm, Cornbread, Grayson Perry, Shamsia Hassani

Period: Graffiti

We'll investigate painting, drawing and photography, before moving on to graffiti including graphics, layering, card joining and slot cutting. We'll also develop skills in drawing, painting, printing and 3D construction.



Assessment Points

Between Y7 and Y9, formative assessments take place throughout lessons in Art. Summative assessments take place at the end of each topic, of which there are six.

The Art Way

The Art Way is followed in all of our lessons. It is designed to help students become young subject specialists and has two main purposes: to teach students the vital skills needed to achieve their full potential, and to demonstrate how Art relates to the wider world.

THE ART WAY



We are creative with our ideas and choices

We are open to experimenting with new materials and techniques

WE ADMIRE THE ACHIEVEMENT OF EACH OTHER & LEARN FROM THIS

We take ownership in our work

WE LEARN FROM ARTISTS AND WE LEARN FROM EACH OTHER

We are inquisitive (and have the opportunity to think outside of the box)

We dedicate time to plan our

discussion & experimentation

projects through preference,

We gain confidence in ourselves and achieve through creative learning

WE BELIEVE IN OURSELVES & ARE PREPARED TO CREATE OUR OWN PERSONAL & INDIVIDUAL ARTWORK

We express our preferences and views in a clear and constructive way

We reflect, refine & make adaptations

WE RESPECT OUR PRACTICAL ENVIRONMENT, ART TOOLS & EQUIPMENT



WICKERSLEY PARTNERSHIP TRUST

SUBJECT WAYS