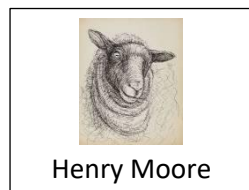


Temperance Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM
Topic	Artist Factfolio								
Challenge Objective and Content (for all learners)	CQ: How can we find out about each other in a visual way? Students will create an 'all about me page' this will also be used as a standardised test.	CQ: How do we create a drawing that uses different techniques? Students will investigate Tone, Shading, texture and line.		CQ: Who is Henry Moore? Students will investigate and create a page about Henry Moore.		CQ: How can we use the techniques we have learnt this half term to create a piece of work in the style of Henry Moore? Students will create a sheep drawing using previous learning			
Inspire Opportunities	IQ: How could you show what arty techniques you know?	IQ: How can we use directional shading to create form?		IQ: How does Henri Moore create texture?		IQ: How can the texture and the tones be applied at the same time?			
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self reflection.							Formal Feedback for all students.	



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Extended Project Homework Tasks- A selection of homework tasks design to support the project are given to the students. One of these tasks are to be completed per half term of the project. Students may select the task they will complete.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	CHRISTMAS
Topic	Artist Factfolio						
Challenge Objective and Content (for all learners)	CH: How do we use colour? Students will experiment with Colour Blending, tints and tones, Complimentary colour and Colour wheel		CQ: Who is Yayoi Kasuma? Students will learn about Yayoi Kasuma and the way she uses colour.		CQ: How can we use colour like Yayoi Kasuma? Students will refresh their memory of the colour wheel and complementary colours to create a Spotty Pumpkin like Kasuma.		
Inspire Opportunities	IQ: How can we create Lighter tones and tints with our paints. Artist in a Box Homework		IQ: Can you spot the unusual colour combinations Kasuma uses? -Artist in a Box Homework		IQ: How does colour effect Kasuma's work? Artist in a Box Homework		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self reflection.					Formal Feedback for all students.	



Yayoi Kasuma

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Justice Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM
Topic	Artist Factfolio						
Challenge Objective and Content (for all learners)	CQ: Who is James De Rosso? Students will investigate James De Rosso and his unusual creatures		CQ: How can we use clay safely? Students will learn basic ceramic techniques before the work will go in the Kiln.		CQ: How can we apply our knowledge of colour from Kasuma to complete our James DeRosso creatures? Students will complete their DeRosso ceramic creatures by applying colour.		
Inspire Opportunities	IQ: What has inspired James DeRosso's work? - 'ARTspire' Challenge Programme.		IQ: How can we join the clay safely? - 'ARTspire' Challenge Programme.		IQ: Can we use anything else to apply colour to our ceramics? - 'ARTspire' Challenge Programme.		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self reflection.					Formal Feedback for all students.	



James DeRosso

programme- Is for students who have been nominated by their teachers because they have shown high aptitude for the subject. This will give students access to GCSE level challenges to apply to their work on top of what the teacher has set. All tasks applied as part of this programme are applied independently.

Extended Project Homework Tasks- A selection of homework tasks design to support the project are given to the students. One of these tasks are to be completed per half term of the project. Students may select the task they will complete.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	EASTER
Topic	Microverse						
Challenge Objective and Content (for all learners)	CQ: When looking at the source material can you see any common factors? Creating a Microverse Mood page using images of microphotography.		CQ: Who is Klari Ries? Creating an Artist page about Klari Ries.		CQ: How can we illustrate our understanding of the source material visually? Creating an A4 mixed media piece about cells using watercolour, inks and colour pencils.		
Inspire Opportunities	IQ: Can you identify another source of images that can create a more personal outcome? -‘ARTspire’ Challenge Programme. -Extended Project Homework Tasks.		IQ: How does Klari Ries fit into our project and how can we use his work to inspire us? -‘ARTspire’ Challenge Programme. -Extended Project Homework Tasks.		IQ: Can you think about other materials that we could use for this task? -‘ARTspire’ Challenge Programme. -Extended Project Homework Tasks.		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self reflection.					Formal Feedback for all students.	



Klari Ries

programme- Is for students who have been nominated by their teachers because they have shown high aptitude for the subject. This will give students access to GCSE level challenges to build on what the teacher has set. All tasks applied as part of this programme are applied independently.

Extended Project Homework Tasks- A selection of homework tasks design to support the project are given to the students. One of these tasks are to be completed per half term of the project. Students may select the task they will complete.

Courage Term

	Week 1	Week 2	Week 3	Week 4	Week 5	HALF TERM
Topic	Microverse					
Challenge Objective and Content (for all learners)	. CQ: Using some of the shapes and textures we see in microphotography how can we replicate this in Mixed Media? Using different materials and black and white media students will create a large Petri dish collage of cells.			CQ: How can we give our opinions about our work? Students will present photos of their work and evaluate the outcome.		
Inspire Opportunities	IQ: Consider how the layers will interact with each other, how can you use that to your advantage? -‘ARTspire’ Challenge Programme. -Extended Project Homework Tasks.			IQ: Can you show how our opinions can inform our decisions in later pieces of work? -‘ARTspire’ Challenge Programme. -Extended Project Homework Tasks.		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self reflection.				Formal Feedback for all students.	



Henri Rousseau

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Extended Project Homework Tasks- A selection of homework tasks design to support the project are given to the students. One of these tasks are to be completed per half term of the project. Students may select the task they will complete.

Art Learning Journey Year 7 2026-27

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	SUMMER
Topic	Microverse						
Challenge Objective and Content (for all learners)	CQ: How can we create shapes like the cells using Clay? All students will make a Petri dish clay tile using previous work to help inspire their work. Students will be shown advanced layering and joining techniques.	CQ: How can we use our previous learning to inform our use of colour in our ceramics? Students will be shown different ways to apply colour to their final pieces of ceramics.			CQ: How can we give our opinions about our work? Students will present photos of their work and evaluate the outcome.		
Inspire Opportunities	IQ: How can we use clay to create a more organic 3D feel to our tiles? <i>-‘ARTspire’ Challenge Programme.</i> <i>-Extended Project Homework Tasks.</i>	IQ: Can we use unusual colour application techniques to create unusual outcomes? <i>-‘ARTspire’ Challenge Programme.</i> <i>-Extended Project Homework Tasks.</i>					
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self reflection.					Formal Feedback for all students.	

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