



Year 7 Art, Craft and Design - Curriculum Overview and KS3 Progress Descriptors 2023/24

Aims and Rationale

Below is a summary of the content studied in Year 7 in art and design. For further details and an overview of progression through KS3 and beyond, please visit our department website <https://sites.google.com/hgs.herts.sch.uk/art-department-hgs/home>

Curriculum Content

In Year 7 students in art and design learn to use visual language (line, texture, colour, shape and some tone) within decorative compositions and designs. They use symmetry to compose and make patterns. One project will have a two-dimensional focus and the other three-dimensional. There is no set sequence to the projects. The projects will allow them to cover the four assessment objectives in art which are:

DEVELOP ideas by analysing and responding to the work of others'. We study the work of contemporary ceramicists and the creation and use of pattern in Islamic art and contemporary Western art and design.

RECORD through drawing and annotations. Focus on drawing in Year 7 is on recognising shapes and proportions accurately and using line with sensitivity.

EXPLORE through materials, processes and techniques, using media such as paint, clay, batik and print.

PRESENT ideas as work progresses through organised sketchbooks and realise ideas through final artwork.

Formal, summative assessment of the level your child is working at will take place twice a year, at the end of each project. Formative, on-going assessment will be mostly verbal in class and via Mote in Google Classroom.

Both projects are based on patterns found in nature - specifically in animals. You can help your child by asking them to show you the relevant Classroom pages and by viewing the scheme of work and other resources available on our art website. Visits to natural history museums or art galleries/museums, such as The Victoria and Albert Museum would be a great support if you are looking for an idea for a trip out.

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.



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	Developing	Secure	Advancing	Excelling
Develop	<ul style="list-style-type: none"> Response to artworks is attempted, but lacks analysis and is informed by basic research. Some links are made between one's own and others' work. 	<ul style="list-style-type: none"> Response to artworks is informed, with thoughtful analysis. Relevant connections are made between one's own and others' work. 	<ul style="list-style-type: none"> Response to artworks is assured, with in depth analysis, informed by thorough research. Thoughtful links made between one's own and others' work. 	<ul style="list-style-type: none"> Response to artworks is assured, with extensive analysis, informed by extensive research. Inventive links made between one's own and others' work.
Record	<ul style="list-style-type: none"> Some understanding of scale and relationships of elements. Drawings are uneven and not consistently informed by observation. Uneven understanding of colour theory. Heavy, predictable use of line. 	<ul style="list-style-type: none"> Competent understanding of scale and relationships of elements. Drawings are consistently informed by observation. Relevant and thoughtful use and understanding of colour theory. Varied and thoughtful use of line. 	<ul style="list-style-type: none"> Thorough observation of shape and proportion. Assured understanding of scale and relationships of elements. Drawings are informed through thorough observation. Highly confident understanding of colour theory. Sensitive use of line. 	<ul style="list-style-type: none"> Masterful observation of shape and proportion. Assured understanding of scale and relationships of elements. Drawings are fully informed through extensive observation. Complete understanding of colour theory. Starting to use tone with assurance. Sensitive and fluid use of line.



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Explore	<ul style="list-style-type: none"> Some control of brush in painting and batik, leads to some control of both mixing and application. Much support is required in clay work to master pinch-pot method and manipulate clay for both structural and decorative effect. Compositional work demonstrates an attempt to use symmetry to relate elements, but is clumsy in execution. Some ability to review or refine work as it progresses. 	<ul style="list-style-type: none"> Informed control of brush in painting and batik, leads to confidence in control of both mixing and application. Little support required in clay work to master pinch-pot method and manipulate clay for both structural and decorative effect. Compositional work demonstrates informed use of symmetry to relate elements and is consistent in execution. Informed and thoughtful ability to review or refine work as it progresses. 	<ul style="list-style-type: none"> Highly confident control of brush in painting and batik, leads to highly confident control of both mixing and application. Little support required in clay work to master pinch-pot method and manipulate clay for both structural and decorative effect. Compositional work demonstrates a highly confident ability to use symmetry to relate elements and is fully developed. Highly confident ability to review or refine work as it progresses. 	<ul style="list-style-type: none"> Masterful control of brush in painting and batik, leads to mature control of both mixing and application. Minimal support required in clay work to master pinch-pot method and manipulate clay for both structural and decorative effect. Compositional work demonstrates an exceptional ability to use symmetry to relate elements and is masterful in execution. Exceptional ability to review or refine work as it progresses.
Present	<ul style="list-style-type: none"> Sketchbook is organised, with attempted layout which nevertheless is difficult to 'read' at times. Final outcome is either incomplete or uneven in composition and understanding of formal elements studied. 	<ul style="list-style-type: none"> Sketchbook is organised, with a considered layout which 'reads' well. Final outcome is complete, well composed with a sound understanding of formal elements studied. 	<ul style="list-style-type: none"> Sketchbook is organised, with a lively and effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates a highly confident understanding of formal elements studied. 	<ul style="list-style-type: none"> Sketchbook is organised, with lively and highly effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates exceptional understanding of formal elements studied.