The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Art
Year Group	Year 7
Intent	**Successful and resilient learners:** Cultivate an understanding and appreciation of the wider subject. How this may impact their work and daily life promoting the development of independent thinking and technical skills which encourage self-reflection and questioning of ideas. **Confident individuals:** are able to articulate preferences and opinions with reason and understanding and feel able to access public art in the community. **Responsible citizens:** appreciate the wider context, show support for and understand the value of studying the subject.

Narrative	All students will have made work using the Formal Elements. This will underpin and bring all to the same understanding and create a solid foundation to build from any work completed during a varied Art experience at KS2. The FE are apparent in all forms of Art and Design and therefore being able to identify and use them is a key skill.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Sep-Dec **Formal Elements. Introduction to Line, tone, shape, colour, texture, form and pattern.** Introduction to a variation of Artists for inspiration.		Jan-Mar **Collage and Colour** Application of the formal elements.		Apr-Jul **Art History: Expressionism** Application of the formal elements.	
Key skills	Understanding of the FE.		Applying knowledge of the FE. Extended piece of work. Understanding artist influences on own work.			
Cultural capital and careers	To apply understanding of the formal elements when viewing and discussing any art work they encounter. Communicating own opinions when experiencing art work. Careers: options in FE/HE for pattern design.		Developing knowledge and understanding of figurative art and discussing context and meaning of images.		Observe and discuss developments in Landscape art. Examples used cover historical perception	Being industry ready: researching, experimenting with media, developing and communicating ideas, creating a final piece.
Assessment	Completion of baseline task. Subject marking feedback.		Subject marking. Feedback.	Subject marking. Feedback. Exam based.	Subject marking. Feedback.	Subject marking. Feedback.