Curriculum Overview – Autumn Term 2022-2023

Subject: Art: Formal elements of Art – Tone

Year group: 7

Unit number	Unit name	Key learning aspects (knowledge, understanding, skills)	Key assessment opportunities
1	Baseline tests, written and drawn	Understand what level of knowledge the student is at from the start of the year.	Baseline testing
2	Corrections of both tests	Be able learn from mistakes and improve outcomes for future reference.	Baseline testing
3	Formal elements of art	Be able to create a double page spread in colour, on the formal elements of art (the basis of all art). This will include a title for each element, a definition, and a drawing to show the element. Be able to decorate the page nicely using colour.	Oral responses in class Homework Marking feedback against the success criteria and marking matrix
4	Tonal chart	Be able to create a tonal chart using pencil, pen (cross-hatching) and paint. Be able to add a range of tones from dark to light in each material.	Oral responses in class Homework Marking feedback
5	Turning shapes into forms using tone	Be able to draw geometric shapes and turn them into forms, by adding tones in pencil, pen (cross-hatching) and paint. Learn how to create 3D forms. Develop and understand tints and shades. Be able to mix paint to create tints and shades.	Oral responses in class Homework Marking feedback against the success criteria and marking matrix

6	Tonal drawing of a superhero without teaching	Be able to draw a superhero without teaching using pencil tones. Be able to attempt a range of tones from dark to light.	Marking feedback against the success criteria and marking matrix
7	Upside down tonal drawing of a superhero	Be able to use the upside-down grid method, to create a tonal drawing of the superhero using pencil tones. Be able to use a grid system and co-ordinates. Be able to draw an outline to scale. Be able to add a range of tones from dark to light.	Oral responses in class Homework Marking feedback against the success criteria and marking matrix
8	Evaluation and corrections	Be able to create an evaluation of the upside-down tonal drawing using the success criteria. Be able to use the evaluation to improve the final outcome.	Written responses in evaluation Students use the marking matrix correctly to improve outcome