| Year 7 Art Curriculum Map | | | |
|---|---|---|---|
| | Autumn Term | Spring Term | Summer Term |
| Unit Length | 10 week rotation<br><br>Autumn 1: 7 weeks Formal Elements/Sealife<br><br>**2 lessons every week**<br><br>Autumn 2: 8 weeks Formal Elements/Sealife<br><br>**2 lessons every week** | 10 week rotation<br><br>Spring 1: 6 weeks Formal Elements/Sealife<br><br>**2 lessons every week**<br><br>Spring 2: 5 weeks Formal Elements/Sealife<br><br>**2 lessons every week** | 10 week rotation<br><br>Spring 1: 6 weeks Formal Elements/Sealife<br><br>**2 lessons every week**<br><br>Spring 2: 7 weeks Formal Elements/Sealife<br><br>**2 lessons every week** |
| Assessment Objectives | ***AO1 (25%):*** *Develop ideas through investigations, demonstrating critical understanding of sources.*<br>***AO2 (25%):*** *Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.*<br>***AO3 (25%):*** *Record ideas, observations and insights relevant to intentions as work progresses.*<br>***AO4 (25%):*** *Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.* | | |
| Description of the topic and key learning outcomes. | Autumn 1<br>Students will focus on developing their understanding of these formal elements: Pattern, texture, tone, form, shape and line. Pupils will work in monochrome, with a focus on their drawing/recording skills.<br><br>Autumn 2<br>Students will focus on developing their understanding of these formal elements: Pattern, texture, tone, form, shape, colour and line. Pupils will explore colour and a range of mixed media to develop sea life studies.<br>Students will study artists work who have worked with a sea-life theme. | Spring 1<br>Students will focus on developing their understanding of these formal elements: Pattern, texture, tone, form, shape and line. Pupils will work in monochrome, with a focus on their drawing/recording skills.<br><br>Spring 2<br>Students will focus on developing their understanding of these formal elements: Pattern, texture, tone, form, shape, colour and line. Pupils will explore colour and a range of mixed media to develop sea life studies.<br>Students will study artists work who have worked with a sea-life theme. | Summer 1<br>Students will focus on developing their understanding of these formal elements: Pattern, texture, tone, form, shape and line. Pupils will work in monochrome, with a focus on their drawing/recording skills.<br><br>Summer 2<br>Students will focus on developing their understanding of these formal elements: Pattern, texture, tone, form, shape, colour and line. Pupils will explore colour and a range of mixed media to develop sea life studies.<br>Students will study artists work who have worked with a sea-life theme. |
| Assessment objectives and skills being taught | AO1<br>A02<br>A03<br>A04 | A01<br>A02<br>A03<br>A04 | A01<br>A02<br>A03<br>A04 |

| | | | |
|---|---|---|---|
| Milestone assessments | Teacher assessment at the end of the unit. | Teacher assessment at the end of the unit. | Teacher assessment at the end of the unit. |
| Wider reading | Research skills and techniques being studied. Watch you tube tutorials and practise. | Research skills and techniques being studied, along with artists. Watch you tube tutorials and practise. | Research skills and techniques being studied, along with artists. Watch you tube tutorials and practise. |
| Literacy programme | Knowledge Organiser /Spelling tests | Knowledge Organiser /Spelling Tests | Knowledge Organiser/Spelling Tests |
| Independent Learning Tasks | Knowledge Organiser<br>ILT research relating to topics/techniques being studied. | Knowledge Organiser<br>ILT research relating to topics/techniques being studied. | Knowledge Organiser<br>ILT research relating to topics/techniques being studied. |
| CEIAG | Careers links to professional artists, designers and inventors within the art and design industry. Skills taught will include researching, recording, refining, presenting, organisation, time management, questioning, analysing and evaluating. | Careers links to professional artists, designers and inventors within the art and design industry. Skills taught will include researching, recording, refining, presenting, organisation, time management, questioning, analysing and evaluating. | Careers links to professional artists, designers and inventors within the art and design industry. Skills taught will include researching, recording, refining, presenting, organisation, time management, questioning, analysing and evaluating. |
| RRS | Article 14: Freedom of thought, belief and religion.<br>Article 28: Right to education.<br>Article 29: Goals of education.<br>Article 14: Freedom of thought, belief and religion.<br>Article 2: Non-discrimination.<br>Article 31: Leisure, play and culture. | Article 14: Freedom of thought, belief and religion.<br>Article 28: Right to education.<br>Article 29: Goals of education.<br>Article 14: Freedom of thought, belief and religion.<br>Article 2: Non-discrimination.<br>Article 31: Leisure, play and culture. | Article 14: Freedom of thought, belief and religion.<br>Article 28: Right to education.<br>Article 29: Goals of education.<br>Article 14: Freedom of thought, belief and religion.<br>Article 2: Non-discrimination. |
| Curriculum links | Design Technology/Science | Design Technology/Science | Design Technology/Science |