

## Year 7 Art Curriculum Map

	Autumn Term	Spring Term	Summer Term
<b>Unit Length</b>	<p style="text-align: center;">Autumn 1: Core Skills, Natural Forms</p> <p style="text-align: center;"><b>1 lesson every week</b></p> <p style="text-align: center;">Autumn 2: Natural Forms</p> <p style="text-align: center;"><b>1 lesson every week</b></p>	<p style="text-align: center;">Spring 1: Technical Proficiency, Portraits</p> <p style="text-align: center;"><b>1 lesson every week</b></p> <p style="text-align: center;">Spring 2: Portraits</p> <p style="text-align: center;"><b>1 lesson every week</b></p>	<p style="text-align: center;">Spring 1: Greenman/3D</p> <p style="text-align: center;"><b>1 lesson every week</b></p> <p style="text-align: center;">Spring 2: Greenman/3D</p> <p style="text-align: center;"><b>1 lesson every week</b></p>
<b>Assessment Objectives</b>	<p><b>KS3 National Curriculum:</b> a) to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. b) to use a range of techniques and media, including painting. c) to increase their proficiency in the handling of different materials. d) to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. e) about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>		
<b>Description of the topic and key learning outcomes.</b>	<p><u><b>Autumn 1</b></u> 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.</p> <p><u><b>Autumn 2</b></u> 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. Students will study artists work who have worked with a sea-life theme.</p>	<p><u><b>Spring 1</b></u> Students will learn how to draw facial features and portraits. They will focus on developing their artist's knowledge of contemporary and traditional artists who have focused on portraits. Artist copies and critical written analysis will be a key focus.</p> <p><u><b>Spring 2</b></u> Students will develop a series of mixed media studies in response to artists studied. They will develop on existing skills and also be introduced to a range of new mixed media in this unit.</p>	<p><u><b>Summer 1</b></u> Students will embark on research projects around this theme and study different ways the Greenman has been represented through 2d and 3d art. Students will study a range of artists who work with 2d and 3dimensional forms relating to this theme.</p> <p><u><b>Summer 2</b></u> Students will reflect on research to develop own Greenman designs through a range of 2d and 3d media. They will evaluate and annotate their designs and progress throughout.</p>
<b>Assessment objectives and skills being taught</b>	NC: a) b) c) d) e)	NC: a) b) c) d) e)	NC: a) b) c) d) e)
<b>Prior knowledge</b>	KS2 Curriculum -Produce creative work, exploring their ideas and recording their experiences.	KS2 Curriculum -Produce creative work, exploring their ideas and recording their experiences.	KS2 Curriculum -Produce creative work, exploring their ideas and recording their experiences.

	<p>-Become proficient in drawing, painting, sculpture and other art, craft and design Techniques.</p> <p>-Evaluate and analyse creative works using the language of art, craft and design.</p> <p>-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>-Become proficient in drawing, painting, sculpture and other art, craft and design Techniques.</p> <p>-Evaluate and analyse creative works using the language of art, craft and design.</p> <p>-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>-Become proficient in drawing, painting, sculpture and other art, craft and design Techniques.</p> <p>-Evaluate and analyse creative works using the language of art, craft and design.</p> <p>-Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>
<b>Milestone assessments</b>	<p>Baseline Test</p> <p>Teacher assessment at the end of each half term.</p> <p>Knowledge audit each half term.</p>	<p>Teacher assessment at the end of each half term.</p> <p>Knowledge audit each half term.</p>	<p>Teacher assessment at the end of each half term.</p> <p>Knowledge audit each half term.</p>
<b>Wider reading</b>	<p>Research skills and techniques being studied.</p> <p>Extended research on artists/subject themes.</p> <p>Watch you tube tutorials and practise.</p>	<p>Research skills and techniques being studied, along with artists. Extended research on artists/subject themes. Watch you tube tutorials and practise.</p>	<p>Research skills and techniques being studied, along with artists. Extended research on artists/subject themes. Watch you tube tutorials and practise.</p>
<b>Literacy programme</b>	<p>Knowledge Organiser /Written analysis/annotations/literacy mats.</p>	<p>Knowledge Organiser /Written analysis/annotations/ literacy mats.</p>	<p>Knowledge Organiser /Written analysis/annotations/ literacy mats.</p>
<b>Independent Learning Tasks</b>	<p>Knowledge Organiser</p> <p>ILT research relating to topics/techniques being studied.</p>	<p>Knowledge Organiser</p> <p>ILT research relating to topics/techniques being studied.</p>	<p>Knowledge Organiser</p> <p>ILT research relating to topics/techniques being studied.</p>
<b>Cross Curricular Links</b>	<p>Links with Science: Plant anatomy.</p> <p>Geography: Environmental relationships.</p> <p>History: Colour theory.</p>	<p>Science: Human body/anatomy.</p> <p>History: Anatomy.</p>	<p>History: Myths/legends through time.</p>
<b>CEIAG</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>RRSA</b>	<p>Article 14: Freedom of thought, belief and religion.</p> <p>Article 28: Right to education.</p> <p>Article 29: Goals of education.</p> <p>Article 14: Freedom of thought, belief and religion.</p> <p>Article 2: Non-discrimination.</p> <p>Article 31: Leisure, play and culture.</p>	<p>Article 14: Freedom of thought, belief and religion.</p> <p>Article 28: Right to education.</p> <p>Article 29: Goals of education.</p> <p>Article 14: Freedom of thought, belief and religion.</p> <p>Article 2: Non-discrimination.</p> <p>Article 31: Leisure, play and culture.</p>	<p>Article 14: Freedom of thought, belief and religion.</p> <p>Article 28: Right to education.</p> <p>Article 29: Goals of education.</p> <p>Article 14: Freedom of thought, belief and religion.</p> <p>Article 2: Non-discrimination.</p>

