

Curriculum Content Map		Subject: Art Year 7		
Month		Term 1 - Natural Forms and Foundation Skills	Term 2 - Graphics and Branding	Term 3 - 3D Sculpture and Painting
	Units of Work	Pupils will be introduced to a range of drawing techniques through investigating natural forms. They will learn and explore the formal elements of art (line, tone, shape, texture and pattern) through observational drawing. They will explore and develop their skills in colour theory (colour mixing, blending, complementary, harmonious and emotive use of colour) and 3D paper sculpture (construction techniques) referencing the work of artists such as Vincent Van Gogh and Mark Hearld. They will explore a range of media, processes and techniques and produce a range of 2D pieces and a 3D paper sculpture.	Pupils will be introduced to a range of graphic design techniques through investigating sweet wrappers. They will learn and explore typography (style and appearance of fonts) through designing a brand name. They will develop their colour theory knowledge (colour psychology and colours linked to emotions) through designing a sweet wrapper exploring the work of Wayne Thiebaud and Sarah Graham. They will explore drawing, design and painting processes and techniques and produce a range of colour design outcomes.	Pupils will be introduced to a range of sculptural and painting techniques through investigating medieval architecture. They will learn and explore painting (dry brush, wash, stippling, dapping and deadtilling) through designing a stained glass window. They will develop 3D clay sculpture (construction techniques, slip and score, carving, modelling, coiling techniques) referencing the work of Lorien Stern. They will sample a range of processes and techniques to produce 2D pieces and 3D clay gargoyle sculpture.
	National Curriculum area – KS3	<ul style="list-style-type: none"> <li>To increase their proficiency in the handling of different materials.</li> <li>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	<ul style="list-style-type: none"> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>To increase their proficiency in the handling of different materials.</li> <li>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of techniques and media, including painting</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>To increase their proficiency in the handling of different materials</li> </ul>
Cultural Transmission	Substantive Knowledge	<b>The What!</b> The first year of art begins with developing the substantive knowledge of our students allowing them to emerge as young artists through an introduction to observational drawing. Students are then exposed to a wide range of media and different techniques, including tone, colour theory and paper sculpture. Students will learn how to reference the work of artists and show the influence of an artist through their own outcome. The art projects are designed to develop the student's skills base and subject knowledge in order to grow the confidence to speak about their own work and the work of others.		
	Disciplinary Knowledge	<b>The How!</b> Students will build their disciplinary skills through our broad and balanced curriculum where pupils will manipulate paper into a bird sculpture and create an 'Afternoon Tea' project that starts with graphic design and illustration in the form of a menu. The project further develops into a cardboard cake or biscuit sculpture ensuring that we give our students a wide variety of experience in art, craft and design. Students will be introduced to artists and designers from wide and varied cultures and backgrounds in order to enrich their cultural experience of art through the work of others. Students will also be taught how to critically analyse and evaluate their own work, the work of their peers and artists in order to expand their art vocabulary and build confidence when speaking about their artwork, which is a key skill for art and design.		
	Sequencing (Flow)	<b>Retrieval &amp; Extension</b> Building on KS2 foundation skills of drawing. Building on drawing skills from Yr6 summer workshop. Developing knowledge of line drawing, tone and mark-making techniques to create the appearance of highlight and shadow. Develop knowledge of colour theory for art using a basic colour wheel to understand harmonious, complementary, hot & cold colours. Develop knowledge of colours and emotions. Develop an understanding of how colour theory is used in the creative industry. Present a final outcome by creating a personalised design that shows an understanding of how to create three-dimensionality through using a variety of tones in the mark-making technique. And, adding colour which demonstrates an understanding of how colours are used to create mood and effect.	Building on colour theory skills learnt in term 1 Develop understanding of colour & emotions linking to graphic communication. Develop research and analysis skills through examining an artist and their work. Building on design skills from term 1 through creating their own wrapper. Develop skills in typography and branding Refine drawing skills through drawing grids Record thoughts and observations in sketchbook Present a final outcome by creating a wrapper design that demonstrates an understanding of graphic communication techniques, colour theory and design composition.	Building on KS2 3-D and painting skills. Building on painting skills from Yr6 summer workshop. Developing knowledge of painting techniques. Develop and refine knowledge of working 3-Dimensionally through sculpting with clay and cardboard. Develop visual communication knowledge through page layout, illustration and typography. Refining previous skills learned in Year 7. Recording processes of investigation through presenting their development of ideas in sketchbook Present a personalised final project which consolidates learning from Year 7 and demonstrates an understanding of sculptural techniques, and drawing and painting techniques.
	Summative Assessment	Deep mark 1 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP1 W/C 22/11/21 – Colour theory assessment sheet.	Deep mark 3 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 4 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP2 W/C 07/03/22 – Wrapper design.	Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints AP3 W/C 20/06/22 – Final consolidation project outcome which pupils have been working towards in previous lessons.
Personal Empowerment	Virtue	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March)	8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July)
	Link to Virtue	Friendliness and Civility – Introduction to Van Gogh and the treatment he received from his brother and friend (Dr Gashe) who helped him cope with his mental health. Justice and Truthfulness – Understanding how colours can make you feel or act in a particular way. Problem Solving – understanding how the creative industry uses colour theory knowledge to solve creative problems Generosity – Looking at the act of gifting cards and presents.	Gratitude - Being grateful for the food we have. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	Self-Mastery – Understanding how to work with clay and to master this technique. Self-Mastery - Understanding how architects master their skills to create appropriate designs. Compassion – Considering others dietary needs when creating a menu. Good Sense – Working with recycled materials to help save the planet.
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March)	8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July)
	Link to Skill	Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work, then leading on their own design. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.	Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own art and the work of others. Staying Positive – Staying positive when analysing your own work.	Aiming High – Aiming for a platinum outcome with a detailed clay gargoyle. Aiming High – Aiming for a platinum outcome with a detailed stained glass window. Speaking – Explaining and supporting their menu choices. Teamwork – Creating a sculpture for a collaborative installation piece.
Preparation for Citizenship	SMSC & British Values	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence;	Encourage respect for other people Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem and self-confidence;
	Link to SMSC & British Values	Developing opinions on current issues Looking at a range of artists and art movements from traditional artists such as Van Gogh to contemporary artists and artisans such as Mark Hearld. Understanding where art fits into public institutions and services and the opportunities for cultural enrichment that these present.	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Looking at religious architecture and developing an appreciation for different cultural influences on the world around us and accepting that these differences enrich our lives.