

Curriculum Content Map		Subject: Art			
Month		Term 1 - Foundation Skills Through Gothic Architecture	Term 2 - Juxtaposing Portrait	Term 3 - Graphic Design, Typography & Illustration	
	Units of Work	Pupils will be introduced to a range of tonal and colour techniques through exploring Gothic architecture. They will further develop foundation skills in drawing and painting building on their learning from Year 7. Pupils will examine the characteristics of Gothic architecture including vaulted arches, gargoyles and stained glass windows. They will build their tone and mark-making skills and develop colour theory knowledge through designing and painting a 'stained glass window' in the style of Marc Chagall.	Pupils will be introduced to an observational drawing techniques through investigating portraiture, They will learn and explore the formal elements of art (line, tone, shape, texture and pattern) through observing facial features. They will explore and develop their skills in abstraction (vivid colours, reconstructing shapes, rejecting realism and 3D perspective) through referencing the work of Friedensreich Hundertwasser. They will explore a range of media, processes and techniques and produce a range of 2D pieces.	Pupils will develop their skills in a range of graphic design techniques through investigating book covers. They will learn and explore typography (style and appearance of fonts) through designing a title and theme for their book cover design. They will develop their colour theory knowledge (colour psychology and colours linked to emotions) through creating an illustration for their book cover. They will explore drawing, design and painting processes and techniques and produce a range of colour design outcomes before completing a final design.	
Cultural Transmission	National Curriculum area - KS3	<ul style="list-style-type: none"> To increase their proficiency in the handling of different materials. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	<ul style="list-style-type: none"> To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work To increase their proficiency in the handling of different materials. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 	<ul style="list-style-type: none"> To use a range of techniques and media, including painting To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work To increase their proficiency in the handling of different materials 	
	Substantive Knowledge	The What!			
	Disciplinary knowledge	The How!			
	Sequencing (Flow)	Retrieval & Extension	Building on foundation skills in Year 7 Developing knowledge of working with tone, mark-making and colour theory. Develop research and analysis skills through investigating architecture, artworks and techniques. Develop drawing techniques and show influence of an established theme through your own work. Present a final outcome by creating a personalised design that shows an understanding of the topic of Gothic architecture.	Building on observational drawing skills learnt in Year 7 Develop research and analysis skills through examining an artist and their work. Refine drawing skills through using a range of techniques and media. Record observations and insights to inform an outcome. Present a final outcome which consolidates learning from this unit through creating an abstract portrait in the style of Hundertwasser.	Building on colour theory skills learnt in Year 7 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 order to realise intentions in sketchbook. Present a book cover design that demonstrates an understanding of graphic communication techniques, colour theory and design composition.
	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 – Stained glass window outcome.	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 – Hundertwasser style 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	The opportunity to reflect, think deeply and critically about an issue.			
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 peers in order to gather relevant information and share ideas. Leadership - Lead on presentation of their work, then leading on their own design. Problem Solving – Sharing thoughts, experience and specialised equipment. Creativity - Showing the creative skills learned in your work to produce a final outcome			
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.	