

Curriculum Content Map			Subject: Art Year 7		
			Term 1 – Becoming an Artist	Term 2 – Kente Cloth	Term 3 – Cultural Objects
	Units of Work		Students will be introduced to the work of a range of key artists influential in contemporary practice. Explore the use of key themes and techniques through developing the use of pattern, colour, and shape. Looking at the work of Bridget Riley, Kandinsky and key 20 th century artists pupils will explore and evaluate their work and the work of others through personal interpretation of the work of others.	Students will be introduced to Kente Cloth and the cultural traditions and story's which founded the tradition. Develop ideas and skills in several different art techniques focusing on pattern design and colour theory. Understand the cultural meaning of Kente cloth and how to use it to produce personal outcomes. Use annotation to explain what you have learnt and the progress you have made. Produce well-presented artistic outcomes.	Students will be introduced to masks and other objects which are produced by cultures around the world to convey importance and meaning. Understand the cultural meaning of a range of different cultural art forms and how to use it to produce personal outcomes. Use annotation to explain what you have learnt and the progress you have made. Refine work based on evaluation of outcomes. Produce well-presented artistic outcomes.
Cultural Transmission	National Curriculum area – KS3		<ul style="list-style-type: none">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 use a range of techniques and media, including paintingTo analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their workTo increase their proficiency in the handling of different materials	<ul style="list-style-type: none">To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas,To use a range of techniques and media, including painting to increase their proficiency in the handling of different materialsTo analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their workHistory 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 to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas,To use a range of techniques and media, including painting to increase their proficiency in the handling of different materialsTo analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their workHistory of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
	Substantive Knowledge	<i>The What!</i>	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 o and different techniques, including tone, colour theory and paper sculpture. Students will learn how to reference the work of artists and show the influence develop the student’s skills base and subject knowledge to grow the confidence to speak about their own observational drawing. Students are then exposed to a wide range of media of an artist through their own outcome. The art projects are designed to work and the work of others.		
	Disciplinary Knowledge	<i>The How!</i>	Students will build their disciplinary skills through regular task based activities which build into more personal and independent activities. Initial projects develop basic drawing and tonal skills. Graphics and typography skills are developed in term two which are finalised in the third term through a range of interpretations of the work of key 21 st Century artists. Students will also be taught how to expand their art vocabulary and build confidence when speaking about their artwork. Written tasks will help develop in refine evaluations and personal interpretations.		
	Sequencing (Flow)	<i>Retrieval & Extension</i>	<ul style="list-style-type: none">Building on KS2 foundation skills of drawing.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.	<ul style="list-style-type: none">Building on colour theory skills learnt in term 1Develop 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.Record thoughts and observations in sketchbookPresent an outcome by creating a wrapper design that demonstrates an understanding of graphic communication techniques, colour theory and design composition.Develop an understanding of how colour theory is used in the creative industry. Present an 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.	<ul style="list-style-type: none">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.Record thoughts and observations in sketchbookPresent an outcome by creating a wrapper 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 Sustained final piece based on the skills developed over term.	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 Sustained final piece based on the skills developed over term.	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 Sustained final piece based on the skills developed over term.
Personal Empowerment	Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i>	<ul style="list-style-type: none">Friendliness and Civility (September)Justice and Truthfulness (October)Courage (November)Generosity (December)	<ul style="list-style-type: none">Gratitude (January)Good Speech (February)Good Temper (March)	<ul style="list-style-type: none">Self-Mastery (April and May)Compassion (June)Good Sense (July)
	Link to Virtue		Friendliness and Civility - Introduction to artists and designers who wanted to better the world through their art. 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 and pattern in different ways. Generosity – Looking at the act of creating artworks and giving them to the world.	Gratitude - Being grateful for the broad traditions in art around the world. Good Speech – Thinking about how we speak to one another then 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 the use of three-dimensional materials can be used. Compassion – Considering the traditions of others and how they better our world. Good Sense – Working with others of different beliefs with care and consideration.
Preparation for Work	Skill	<i>Transferable skills</i>	<ul style="list-style-type: none">Listening (September)Leadership (October)Problem Solving (November)Creativity (December)	<ul style="list-style-type: none">Staying Positive (January)Speaking (February)Staying Positive (March)	<ul style="list-style-type: none">Aiming High (April and May)Speaking (June)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 an 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 skilled use of the materials and processes to respond to others. Aiming High – Aiming for a platinum outcome with written evaluations. Speaking – Explaining ideas and discussing with others positively. Teamwork – Reviewing and evaluating each other’s work. Developing ideas for outcomes and pieces.
Preparation for Citizenship	SMSC & British Values	<i>Developing opinions on current issues</i>	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 an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	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 the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced.