

Curriculum Content Map			Subject: Eduqas Art and Design - Year 7		
			Term 1 - Insects	Half Term 3 - Collage	Term 3 - Portraiture
	Units of Work		Research and explore the use of insects in textiles. Understand the different uses of textiles in art and design. Tonal and observed drawing techniques used alongside the work of others. Researching and responding to the work of Humayrah Bint Altaf using embroidery. Using Applique to extend the embroidery work using the work of Adam Pritchett. Produce an extend piece using all the techniques explored. Assessment – Present work with annotation.	Research and present the work of a range of collage artists. Looking at cultural meaning in different forms of collage. Observational drawing of coastal objects. Using primary and secondary sources. Respond to the work of Wanda Edwards producing mixed Media experiments. Frottage and Max Ernst developing into a series of pieces which respond to the work of others. Fine liner working to add detail and developments. Present work with annotation.	Researching a range of portraiture styles and uses in the arts industries. Developing responses to illustrators and other designers in the world of portraiture. Observational drawings within the class and use of photography of friends and family. Character design, looking at the work of Tim Burton to develop personal responses.
Cultural Transmission	Specification	National Curriculum Keystage 3 Links	<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 painting •To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work •To 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 materials •To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work •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 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 materials •To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work •History 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 21st 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 and the year 7 drawing projects. •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 year 7 •Develop understanding of colour & emotions linking to graphic communication. •Develop research and analysis skills through examining an artist and their work. •Record thoughts and observations in sketchbook •Present 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-dimensionalality 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 portraiture and character design. •Develop research and analysis skills through examining an artist and their work. •Building on design skills from term 1 through creating personal portraits in new materials. •Record thoughts and observations in sketchbook •Present 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	The opportunity to reflect, think deeply and critically about an issue.	Friendliness and Civility (September) Justice and Truthfulness (October) Courage (November) Generosity (December)	Gratitude (January) Good Speech (February) Good Temper (March)	Self-Mastery (April and May) Compassion (June) Good Sense (July)
	Link to Virtue		Friendliness and Civility Introduction to others who work by looking at identities in different cultures, encouraging acceptance. Justice and Truthfulness Understanding how colours can make you feel or act in a particular way. Problem Solving Understanding how artists combine text and image in art works. Generosity Looking at how artists develop work to respect and respond to cultural traditions of others.	Gratitude Being grateful for the beauty of the natural world and its influence on the creative process. 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 technical drawing and laying out pages. Compassion Considering others when designing artwork that everyone will see. Good Sense Working with themes that everyone can engage with to ensure products are successful.
Preparation for Work	Skill	<i>Transferable skills</i>	Listening(September) Leadership(October) Problem Solving(November) Creativity(December)	Staying Positive (January) Speaking(February) Staying Positive (March)	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 and supporting their menu choices. Teamwork Reviewing and evaluating each other's work. Developing ideas for outcomes and pieces.
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	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