

**CURRICULUM MAP (Long term plan)**

**SUBJECT : Art**

**YEAR GROUP : 7**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Pop Art</b> Students will explore the Pop Art movement, creating both 2D and 3D artworks in response to a range of artists.</p> <p><b>Formal elements focus</b> COLOUR FORM</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Superhero Design</li> <li>- Evaluation of superhero</li> <li>- Pumpkin drawing inspired by Kasuma</li> <li>- 3D papier mâché pizza</li> <li>- Evaluation of papier mâché pizza</li> <li>- Warhol soup can design</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Colour pencil techniques</li> <li>-Mixed media</li> <li>-Evaluation skills</li> <li>-3D skills (papier mâché)</li> <li>-Colour mixing (painting)</li> <li>-3D design and construction</li> <li>-Artist research (Oldenburg)</li> </ul>	<p><b>Portraiture</b> Students will investigate both traditional (pencil) and modern (digital) drawing techniques.</p> <p><b>Formal elements focus</b> TONE COLOUR FORM</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Pencil portrait</li> <li>- Digital portrait</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Drawing pencils</li> <li>-Shading techniques</li> <li>-Transfer techniques (grid method and graphite transfer method)</li> <li>-ICT skills; producing a portrait using a computer</li> <li>-Artist research (Opie)</li> </ul>	<p><b>Perspective drawing</b> Students will learn about perspective drawing in art and produce their own one point and two point perspective artworks.</p> <p><b>Formal elements focus</b> LINE TONE FORM</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- One point perspective bedroom drawing</li> <li>- Two point perspective street scene</li> <li>- One or two point perspective name</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-One point perspective</li> <li>-Two point perspective</li> <li>-Rendering techniques (coloured pencils)</li> <li>-Using a ruler with precision and accuracy</li> </ul>

	-Analysis of artwork (Oldenburg)	-Analysis of artwork (Opie)	
<b>Disciplinary knowledge</b> - what skills are practiced?	<ol style="list-style-type: none"> <li>1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>2. to use a range of techniques and media, including painting</li> <li>3. to increase their proficiency in the handling of different materials</li> <li>4. 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>5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ol>	<ol style="list-style-type: none"> <li>1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>2. to use a range of techniques and media, including painting</li> <li>3. to increase their proficiency in the handling of different materials</li> <li>4. 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>5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ol>	<ol style="list-style-type: none"> <li>1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>2. to use a range of techniques and media, including painting</li> <li>3. to increase their proficiency in the handling of different materials</li> <li>4. 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>5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ol>
<b>Key questions</b> (What is the learning about?)	<p>Can I discuss what makes a hero?</p> <p>Can I blend coloured pencils?</p> <p>Can I use felt tipped pens skilfully?</p> <p>Can I explore how different dry art materials work together?</p> <p>Can I research an artist?</p> <p>Can I analyse an artwork?</p> <p>Can I create a 3D form?</p> <p>Can I explain what the difference is between 2D and 3D?</p> <p>Can I mix acrylic paints to create realistic colours?</p>	<p>Can I explain why there are different grades of pencils?</p> <p>Can I explain the jobs that different drawing pencils do?</p> <p>Can I explain what is meant by tone?</p> <p>Can I describe the different relationships there are between colours using a colour wheel?</p> <p>Can I research an artist?</p> <p>Can I analyse an artwork?</p> <p>Can I use Photopea to create my own digital portrait?</p>	<p>Can I explain what one point perspective is?</p> <p>Can I explain what two point perspective is?</p> <p>Can I explain what a vanishing point is?</p> <p>Can I explain what a horizon line is?</p> <p>Can I describe how perspective has been used by a range of artists in their work?</p> <p>Can I develop original artworks using one and two point perspective?</p>

<b>Assessment</b>	<p>Verbal feedback in lessons.</p> <p>Whole class written feedback for superhero designs.</p> <p>Self/peer assessment for Kasuma pumpkins and Warhol soup can designs.</p> <p>EOT assessment - Pizza sculptures and evaluation.</p>	<p>Verbal feedback in lessons.</p> <p>Self/peer assessment for tonal worksheets and colour theory worksheets.</p> <p>EOT assessment - Pencil portrait.</p> <p>Whole class written feedback for digital portrait.</p>	<p>Verbal feedback in lessons.</p> <p>EOT assessment - one point perspective bedroom drawing.</p> <p>Whole class feedback for two point perspective drawing.</p>
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p>Writing about superhero designs (L)</p> <p>Evaluating use of media in superhero designs (L)</p> <p>Artist research (L)</p> <p>Analysis of artwork (L)</p>	<p>Working in groups to analyse colour within famous artworks (L/O)</p> <p>Artist research (L)</p> <p>Analysis of artwork (L)</p> <p>Grid method (N)</p>	<p>Drawing different perspectives (N)</p>
<b>Cross Curricular Opportunities</b>	<p>English (creative writing about superhero designs)</p> <p>DT (design work/working with 3D materials)</p> <p>Food (3D pizzas)</p>	<p>ICT (digital drawing)</p> <p>Maths (grid drawing)</p>	<p>Graphic Design/Product design (Perspective drawing/rendering)</p>
<b>SMSC / Character/Careers/Cultural Capital (personal development)</b>	<p>Students discuss what makes an everyday hero e.g. people who help us, our family and friends etc. (SMSC)</p>	<p>Students choose to produce portraits of someone that they admire (SMSC).</p>	<p>Careers - discussion of the use of technical drawing in jobs such as architecture, product design, interior design etc.</p>
<b>Equality and Diversity</b>	<p>Artists studied from different places and times (Kasuma/Oldenburg/Warhol)</p>	<p>Range of ethnicities available to students if they do not select their own portrait image for their drawing.</p> <p>Students choose their own option for their pencil drawing (graphite transfer/grid/section of portrait).</p>	<p>Students have creative freedom with their room and street designs.</p>
<b>Super Curriculum (personal development)</b>	<p>Visit to Tate Modern.</p> <p>Competition for Oldenburg sculpture design HW.</p> <p>Art club.</p>	<p>PhotoPea website used for digital portraits which can be accessed by students outside of school to develop their skills further.</p> <p>Art club.</p>	<p>Art club.</p>