

CURRICULUM MAP (Long term plan)

SUBJECT : Art

YEAR GROUP : 7

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p><u>Pop Art</u> Students will explore the Pop Art movement, creating a number of 2D artworks in response to a range of artists.</p> <p>Formal elements focus COLOUR FORM SHAPE TEXTURE</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Soda can design - Onomatopoeia word art - Pumpkin drawing inspired by Kasuma - Romero Britto inspired portrait - Corita Kent paper collage sculpture <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Coloured pencil techniques -Felt tip pen techniques -Typography -Collage -Colour theory -Artist research (Lichtenstein) 	<p><u>Food</u> Students will produce a range of 2D and 3D artworks.</p> <p>Formal elements focus TONE COLOUR FORM</p> <p>Outcomes</p> <ul style="list-style-type: none"> - 3D papier mache ice cream cone - Coloured pencil sweet drawing - Watercolour paint ice lollies - Collagraph print - Artist research page <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Papier mache -Acrylic painting -Coloured pencil techniques -Watercolour painting techniques -Printing 	<p><u>Perspective drawing</u> Students will learn about perspective drawing in art and produce their own one point and two point perspective artworks.</p> <p>Formal elements focus LINE TONE FORM SPACE</p> <p>Outcomes</p> <ul style="list-style-type: none"> - One point perspective bedroom drawing - Two point perspective street scene - One or two point perspective name <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -One point perspective -Two point perspective -Rendering techniques (coloured pencils)

	-Analysis of artwork (Lichtenstein)	-Artist research (Oldenburg) -Analysis of artwork (Oldenburg)	-Using a ruler with precision and accuracy
Disciplinary knowledge - what skills are practiced?	<ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<ol style="list-style-type: none"> 1. to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 2. to use a range of techniques and media, including painting 3. to increase their proficiency in the handling of different materials 4. to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 5. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
Key questions (What is the learning about?)	<p>Can I design my own Pop Art soda can?</p> <p>Can I analyse some artwork by Lichtenstein?</p> <p>Can I make my own onomatopoeia artwork?</p> <p>Can I correctly answer questions about Yayoi Kasuma and her work?</p> <p>Can I create a response to Yayoi Kauma's artwork?</p> <p>Can I create a portrait in response to the work of Romero Britto?</p>	<p>Can I research an artist?</p> <p>Can I analyse an artwork?</p> <p>Can I blend coloured pencils?</p> <p>Can I create a 3D piece using papier mache?</p> <p>Can I mix acrylic paints to create the correct colours?</p> <p>Can I create my own collagraph prints?</p> <p>Can I use a variety of watercolour techniques to respond to the work of Gavin Dobson?</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 perspectives?</p>



	Can I use the technique of mono printing to make my own Pop Art artwork? Can I use the technique of collage to create my own Pop Art artwork?		
Assessment	Verbal feedback in lessons. PPC - Onomatopoeia word art. EOT assessment.	Verbal feedback in lessons. PPC - Papier mache food sculpture. EOT assessment.	Verbal feedback in lessons. PPC - one point perspective drawing. EOT assessment.
Literacy (L), Numeracy (N), Oracy (O) opportunities	Typography (N/L) Artist research (L) Analysis of artwork (L)	Artist research (L) Analysis of artwork (L) Grid method (N)	Drawing different perspectives (N)
Cross Curricular Opportunities	English (artist research and analysis) DT (design work)	English (artist research and analysis) Maths (grid drawing) Food (3D ice creams) DT (working with 3D materials)	Graphic Design/Product design (Perspective drawing/rendering)
Super Curriculum (personal development)	Art club.	Art club.	Art club.
Careers	HT 1 The art of cover design video Conversing Whaam! Tate video HT 2 BBC iPlayer Extraordinary Portraits series.	HT1 Sarah Graham documentary HT2 Tom Hovey (GBBO illustrator)	HT1 BBC Bitesize How to become an architect video. HT2 BBC Bitesize How to become an architectural assistant video.
Equality and Diversity Gender Disability Religion Race Sexuality	Gender/race - Artists studied from different places and times (Kasuma/Lichtenstein) Religion - Corita Kent (artist and Nun)	Gender/Disability - Sarah Graham (has spoken openly about her issues with her mental health). Sexuality - Gavin Dobson (LGBTQ+ artist)	
Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<u>Democracy</u> In art lessons, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects. In the art room, students are taught to respect each other's rights to have a say. Students are encouraged to give feedback to their teachers about the projects in order to inform planning of topics and we use Google forms in the Google classroom to facilitate student voice. <u>The rule of Law</u>		

Students understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules. Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. When appropriate to SOL, we discuss the law surrounding the work that some artists make. Students are taught that art can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background.

Individual Liberty

In art lessons, students are given the opportunity to express their individuality and they are given regular opportunities to make their own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries and that they need to respect these. Students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them.

Mutual Respect and Tolerance of others

In the art classroom, students behave in a way that positively impacts the work and productivity of others. Students have opportunities to work collaboratively on projects, having respect for our peers' views and being receptive to the advice of others. We also use art and design as a creative way to experience a variety of festivals and traditions from around the world. Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement and are respectful of others' feelings and viewpoints. We understand people have different views and opinions and that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore beauty through art and continue to do this within the faiths and beliefs of others.

SMSC

Spiritual Education

Students explore their own spirituality in Art, and use their imagination and creativity to explore ideas and feelings in works of Art, developing their own interpretations. They express themselves through their own art and design work. Students are given opportunities to show appreciation of the achievements of other artists, both contemporary and from the past. We aim to develop a fascination, awe and wonder in the work of others. Looking at the artwork of others can help to motivate and stimulate students with their own work and help them to understand that perseverance is necessary to achieve the very best work of which they are capable.

	<p><i>Moral Education</i> The ethos in school lends itself to the development of moral responsibility. This is demonstrated in art through students showing respect for the feelings of others when providing feedback to one another, combined with a need to provide constructive and honest criticism to help peers to further develop their work. This aids students in developing a respect for the opinions of others in the wider world. We also discuss how artists and designers represent moral issues through their work.</p> <p><i>Social Education</i> Students have opportunities to collaborate to create pieces of work. They show respect for each other's ideas and opinions when talking about pieces of art and design, including the work of others in the class, and recognise the need to consider the views of others.</p> <p><i>Cultural Education</i> Art and Design is an area in which the children are able to study the works and focus on the themes of other cultures around the world. This leads to a greater understanding of different ways of life and a respect for those cultures which may be very different from their own. The fusion of art work which is inspired by other cultures and aspects which are inherent in their own culture, creates a diverse and enriching blend of visual appreciation which provides unique stimulation for the work of future artists. We reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. Students explore a range of festivals and celebrations from our own and other cultures.</p> <p><u>Character Education</u> In lessons, students behave in a respectful way towards each other, members of staff and show respect for the space, materials and resources that they require to work. Art teachers provide live demonstrations of processes and techniques alongside other diverse and relevant guidance to support students to achieve their best outcomes. Regular positive language and constructive feedback encourages our students to develop their own resilience and confidence. We celebrate the work of our students regularly via our weekly and end of term bulletins, social media pages and physical displays around the school. Students' progress across the key areas of art and design are recorded throughout and at the end of each project (term), enabling students to clearly see where they have improved and in which areas they can focus on to develop further. Art ambassadors are selected from applications each year, providing opportunities for our most enthusiastic young artists to develop their leadership skills. In school competitions run regularly across all year groups, and students are also provided with information and support to enter competitions outside of school when these opportunities present themselves.</p>		
	<p>Individual Liberty Students select who to create a portrait of when making their Romero Britto response.</p>	<p>The rule of Law Respect for materials and art room when producing 3D food sculpture, ensuring any mess is tidied up at the end of the lesson.</p>	<p>Democracy End of year student feedback via Google Forms. Character Education</p>

	<p>Mutual Respect and Tolerance of others Students will learn about an artist who was also a Nun.</p> <p>Character Education A selection of students' work to be included in the end of term bulletin.</p>	<p>Character Education A selection of students' work to be included in the end of term bulletin.</p>	<p>A selection of students' work to be included in the end of term bulletin.</p>
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