



## Curriculum Map

Subject: Art

Year Group: 7

	Autumn 1/2	Spring 1/ Spring 2	Summer 1/ Summer 2
<b>Content</b>	<ul style="list-style-type: none"> <li>• Topic: Me as an Artist</li> <li>• Art history – 1830-1900</li> <li>• The students will learn the basic fundamentals of art and design. The learning objectives will be delivered by using a variety of artistic practises that will hone the students understanding of art and design</li> <li>• Art Movement: Naturalism, Impressionism and Realism</li> </ul>	<ul style="list-style-type: none"> <li>• Topic: Me as an Artist</li> <li>• Art history – 1830-1900</li> <li>• The students will learn the basic fundamentals of art and design. The learning objectives will be delivered by using a variety of artistic practises that will hone the students understanding of art and design</li> <li>• Trip to the Tate Modern</li> <li>• Art Movement: Naturalism, Impressionism and Realism</li> </ul>	<ul style="list-style-type: none"> <li>• Topic: Me as an Artist</li> <li>• Art history – 1830-1900</li> <li>• The students will learn the basic fundamentals of art and design. The learning objectives will be delivered by using a variety of artistic practises that will hone the students understanding of art and design</li> <li>• Art Movement: Naturalism, Impressionism and Realism</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge and skills: observational drawing, colour wheel application, research skills</li> <li>• Media: Pen, pencil, 2D collage</li> <li>• Artists/ movements: Naturalism, Impressionism and Realism. Paul Cézanne, Johannes Vermeer and Laura Letinsky</li> <li>• Outcomes: Set of drawings and collages exploring still life art. Written study about a select artist: Paul Cézanne, Johannes Vermeer</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and skills: still-life, composition, colour, shape, observational drawing, colour wheel</li> <li>• Media: Pen, pencil, oil pastel, poster paint, 2D collage</li> <li>• Artists/ movements: Naturalism, Impressionism and Realism. Grace Cossington Smith, Vincent van Gogh and Holly Coulis</li> <li>• Outcomes: Set of drawings and paintings exploring composition, pattern and mark making. Written study about a select artist: Grace Cossington Smith, Vincent van Gogh and Holly Coulis</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and skills: Still life, composition, colour, shape, observational drawing, 3D construction</li> <li>• Media: Pen, pencil, watercolour, collage, papier-mâché</li> <li>• Artists/ movements: Naturalism, Impressionism and Realism. Paul Gauguin, Giorgio Morandi and Daniel Gordon</li> <li>• Outcomes: Set of drawings, watercolour studies and final A4 painting. Written study about a select artist</li> <li>• 3D papier-mâché still life</li> </ul>
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• How do artists apply tone?</li> <li>• Why is composition important in still life art?</li> <li>• Which drawing medium would be best for a line/tonal study?</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the colour wheel in art</li> <li>• What are primary, secondary and tertiary colours?</li> <li>• What effect does complementary and harmonious colours have on the mood and atmosphere of a painting?</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of still life in art</li> <li>• How still life has been represented in art?</li> </ul>

	<b>Autumn 1/2</b>	<b>Spring 1/ Spring 2</b>	<b>Summer 1/ Summer 2</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Formative next step assessment marked by teacher, student and peers.</li> <li>• Analyse and comment on the context of their own and others' work and explain how their own ideas have influenced their practice</li> </ul>	<ul style="list-style-type: none"> <li>• Formative next step assessment marked by teacher, student and peers.</li> <li>• Analyse and comment on the context of their own and others' work and explain how their own ideas have influenced their practice</li> </ul>	<ul style="list-style-type: none"> <li>• Formative next step assessment marked by teacher, student and peers.</li> <li>• Analyse and comment on the context of their own and others' work and explain how their own ideas have influenced their practice</li> </ul>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<ul style="list-style-type: none"> <li>• Literacy: Research and write about select artist/movement</li> <li>• Artists: Paul Cézanne and Johannes Vermeer</li> <li>• Numeracy: Use exact measurements to correct proportions when drawing</li> <li>• SMSC: Discussion of how history influences artists output</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy: Research and write about select artist/movement</li> <li>• Artists: Grace Cossington Smith and Vincent van Gogh</li> <li>• Numeracy: Use exact measurements to correct proportions when drawing</li> <li>• SMSC: Discussion of how history influences artists output</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy: Read a piece of literature – influences outcome</li> <li>• Artists: Paul Gauguin and Giorgio Morandi</li> <li>• Numeracy: Rule of thirds and its use in composition and still life</li> <li>• SMSC: Encouraged to add individual objects to a still life making the set up more meaningful</li> </ul>