



## Curriculum Map for Art & Design Year 7

YEAR 7	Autumn 1 & 2
<b>Topics</b>	<p style="text-align: center;"><b>Introduction To The Formal Elements</b> <b>The Work of Georgia O'Keefe</b> <b>The Style of Frantisek Kupka</b> <b>Theme of 'Nature'</b></p>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"><li>• Students learn about the formal elements, what they are and how they are used. This is achieved throughout Years 7 to 9, but specifically through this first project. This will help them talk about work in their written analysis.</li><li>• Students are introduced to and learn about Health and Safety in the Studio. This covers the basic rules and expectations in the studio.</li><li>• Students will learn artistic terminology. They are familiarised with the formal elements and practical work supports their understanding.</li><li>• Students will learn how to build a body of work. Their base understanding of colour theory is established early in the project, from this they learn how to present their understanding by using acrylic paint to create colour wheels in the style of Frantisek Kupka.</li></ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"><li>• Artist Analysis, investigating the work of Georgia O'Keefe and Frantisek Kupka and using it as inspiration for their own work.</li><li>• Students create a series of illustrations based on natural forms, this is to help students understand the subject matter and how they will be able to create compositions using mixed media.</li><li>• After working from observations, they are introduced to the work of Georgia O'Keefe. Another abstract artist who is known for her large-scale paintings of flowers. Students analyse the work of O'Keefe and create a response to the artist. To do this, they consider the form and composition of the subject matter, creating an outcome that reflects both their understanding of colour theory and the work of the artist.</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Students are introduced to different forms of presentation in their sketchbooks. Students will start in Year 7 by using a series of templates to help organise and arrange their pages.</li><li>• When creating a research page, students are taught to consider the theme of the project and using fonts that reflect the theme. In Nature and Colour, students are provided a range of nature-based fonts they can use to create their titles.</li><li>• Students are introduced to the work of Georgia O'Keefe during this project, they have to analyse the work of the artist and are taught how to interpret the working style through materials and processes.</li><li>• Students are introduced to colour theory during the project and have the opportunity to work with acrylic paint. Students are taught how to mix and blend colours, putting their understanding of colour theory into practice. Students are shown how to create block colours and how to create different tones.</li><li>• The focus throughout Years 7 to 9, students use the formal elements and how they are used to create pieces of work. During the first project this is established through colour theory and experimental drawing, where students create a series of observational studies that use the formal elements to record natural forms. During this portion of the project, students will use a variety of media and create work with different drawing utensils.</li></ul>

<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>Establishing current understanding of colour theory at entry. Some schools provide little to no experience in Art and Design, so a base knowledge needs to be determined.</li> <li>Students will apply writing and communication skills established at KS2.</li> <li>Understanding of the theme 'Nature'.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>The formal elements are referenced during Years 7 to 9, with specific focus on line, tone, shape, texture, pattern and colour. Additional terminology is used, that refer to colour, perspective, techniques, materials and equipment. An example for colour would be, primary, secondary, tertiary, complementary, tints and shades.</li> <li>Students use a writing frame to support their annotation. The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work.</li> <li>Once students established how they communicate, they are encouraged to provide more informed responses.</li> <li>Large posters are presented in all art classrooms with clear definitions of each of the formal elements. In addition, teachers will refer to the Art and Design Keywords resource. This has been created to help students be aware of terms that are frequently used in the subject.</li> <li>Measurements and quantity of materials are sometime referred to during a project. During the nature and colour theme, students have to consider the quantity of water, paint and how use them appropriately. Students are provided page templates to show them how to arrange their pages and use the available space. The composition of their images is referred to when starting a response. Students are advised how they should use the space in their sketchbooks and are provided successful visual examples.</li> <li>Teachers use the large clocks at the front of their classrooms and give clear instructions for timed activities. In Nature and Colour there are a series of drawing tasks that require a time limit in order for the illustrations to be completed. Teachers will use a timer and alarm during these illustrations, making students aware of the time constraints.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>Students will investigate nature and the environment. Life through a microscope - Biology.</li> <li>Students investigate Georgia O'Keeffe, who creates work about nature and natural forms.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Homework tasks are assessed.</li> <li>Assessment of sketchbook tasks.</li> <li>Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.</li> </ul>

<b>YEAR 7</b>	<b>Spring 1 &amp; 2</b>
<b>Topics</b>	<b>Development of the Formal Elements</b> <b>Recording Observations and Experience Different Drawing Techniques</b> <b>The Work of Michael Craig Martin</b> <b>Theme of 'Everyday Objects'</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>Students have established the formal elements during the first theme in Year 7. During the Everyday Objects project, these are referred back to and some of the elements are explored in more detail. Michael Craig Martin is the main artist for the project and his work is based on colour and composition through shape and form. Students learn how to apply their existing knowledge of colour and learn to think about how they use shape and form to build the structure of their own work.</li> <li>Students build on their artistic terminology, reusing key terms established during the first project. There is a greater emphasis on the formal elements of shape and form. Literacy resources are provided in the classroom to remind and help develop artistic terminology.</li> <li>Students continue to learn how to respond to a theme and create a body of work. Students will use their now established knowledge of colour theory and make connections</li> </ul>

	<p>with the new theme. Students start the project by illustrating objects and using a range of materials to create their drawings.</p> <ul style="list-style-type: none"> <li>• Students are taught how to Monoprint using oil pastels and from this technique they understand how images can be replicated quickly and accurately.</li> <li>• Students learn about the artist Michael Craig Martin, who is known for his brightly colour paintings of objects.</li> </ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"> <li>• Artist Analysis, investigating the work of Michael Craig Martin and using it as inspiration for their own work.</li> <li>• Students analyse the work of the artist and start to build confidence when communicating about different types of artworks. They then respond to the work by building a composition filled with object illustrations. Students reflect on the artist, materials and processes used during the project and they create an outcome that appropriately summarises the theme.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will use the templates provided to help organise and arrange their sketchbook pages.</li> <li>• Students will consider the theme 'Everyday Objects' and make creative decisions that reflect the imagery.</li> <li>• Students are provided with fonts appropriate to the theme and they have to decide how they use the given resources.</li> <li>• Students are introduced to the work of Michael Craig Martin during this project, they have to analyse images by the artist and are taught how to interpret the working style through materials and processes.</li> <li>• Students experiment with mixed media and monoprinting, creating illustrations of objects. They then learn how to overlap and layer different objects to develop compositions.</li> <li>• Basic Health and Safety was established in the first project. During the Everyday Object theme, students continue to follow these basic expectations. There are no specialist pieces of equipment or materials that they might be unfamiliar with.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Developing student understanding from the previous topic and using that foundation to support the learning of further formal elements.</li> <li>• Students will build on their understanding of the processes used throughout KS3.</li> <li>• They will refer to their previous experiences when responding to the theme of 'Everyday Objects'.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• The formal elements are referenced during Years 7 to 9, with specific focus on line, tone, shape, texture, pattern and colour. Additional terminology is used, that refer to colour, perspective, techniques, materials and equipment.</li> <li>• Students use a writing frame to support their annotation. The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work.</li> <li>• Once students established how they communicate, they are encouraged to provide more informed responses.</li> <li>• Measurements and quantity of materials are sometime referred to during a project. During the 'Everyday Objects' theme, students have to be aware of space and how they use what is available. They have to consider the application of Oil Pastels and how much material to apply to their work.</li> <li>• Students are provided page templates to show them how to arrange their pages and use the available space.</li> <li>• The composition of their images is referred to when starting a response. Students are advised how they should use the space in their sketchbooks and are provided successful visual examples.</li> <li>• Teachers use the large clocks at the front of their classrooms and give clear instructions for timed activities, making students aware of the time constraints.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Everyday Objects</li> <li>• Consumerism</li> <li>• Pop Culture</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Homework tasks are assessed.</li> <li>• Assessment of sketchbook tasks.</li> <li>• Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.</li> </ul>
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<b>YEAR 7</b>	<b>Summer 1 &amp; 2</b>
<b>Topics</b>	<p style="text-align: center;"><b>Use of Clay</b></p> <p style="text-align: center;"><b>The Work of Jon Burgerman</b></p> <p style="text-align: center;"><b>Theme of 'Doodle Art'</b></p>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Jon Burgerman is the main artist for the project and students will learn about him. He is known for his colourful and unusual characters, using his doodles as starting points.</li> <li>• This project concludes the formal elements referred to in Year 7. Students learn how to use colour, line, shape and form.</li> <li>• Students will learn how to use clay and create 3D creatures.</li> <li>• Students will build on their learning of how to respond to a theme and create a body of work.</li> </ul>
<b>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</b>	<ul style="list-style-type: none"> <li>• Artist Analysis, investigating the work of Jon Burgerman and using it as inspiration for their own work.</li> <li>• Students will use their knowledge of colour theory, shape and form and make connections with the new theme.</li> <li>• Students will respond to the work of Jon Burgerman by building a composition filled with character illustrations. Students will reflect on the artist, materials and processes used during the project and they create 3D outcome that appropriately summarises the theme.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will consider the theme 'Doodle Art' and make creative decisions that reflect the imagery.</li> <li>• Students are provided with fonts appropriate to the theme and they have to decide how they use the given resources.</li> <li>• Students are introduced to the work of Jon Burgerman during this project, they have to analyse images by the artist and are taught how to interpret the working style through materials and processes.</li> <li>• Students experiment with composition and learn how to develop characters from their imagination.</li> <li>• Students are introduced to ceramic processes and learn how to use clay sufficiently to create 3d characters of their own design.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Developing student understanding from the previous topic and using that foundation to support the learning of further formal elements.</li> <li>• Students will build on their understanding of the processes used throughout KS3.</li> <li>• They will refer to their previous experiences when responding to the theme of 'Doodle Art'.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• The formal elements are reference during Years 7 to 9, with specific focus on line, tone, shape, texture, pattern and colour. Additional terminology is used, that refers to colour, perspective, techniques, materials and equipment.</li> <li>• Students learn to build on their artistic terminology, reusing key terms established during the first 2 projects. Literacy resources are provided in the classroom to remind and help develop artistic terminology.</li> <li>• Students use a writing frame to support their annotation. The questions used help structure their writing and makes them consider different elements to the work they are analysing. Students are taught to describe, relate, analyse, interpret and evaluate work.</li> <li>• Once students established how they communicate, they are encouraged to provide more informed responses.</li> <li>• Measurements and quantity of materials are sometime referred to during a project. During the Doodle Art theme, students have to understand how to structure their</li> </ul>

	compositions and use the available space. Students will use clay in different quantities, when create thumb pots for slip and when making their sculptures. Scale will be an important part of their final outcomes.
<b>Cross Curricular</b>	<ul style="list-style-type: none"><li>• Imagination</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Homework tasks are assessed.</li><li>• Assessment of sketchbook tasks.</li><li>• Students build towards a project outcome by interpreting the contextual sources and by applying the skills developed through the term.</li></ul>