

Year 7 - Art and Design Curriculum Map

| YEAR 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| National Curriculum Strands | <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | | |
| Theme | A spiral curriculum is in place throughout – to revisit and build upon subject knowledge and skills within cumulative learning. (R) | | | | | |
| | Drawing and painting studies: Vincent Van Gogh | | Exploring the values of colour: Fauvism/print : Kate Brinkworth/3D form | | Pattern and colour: Native American Art | Natural forms: Celebrating colour within original responses |
| Curriculum Content | <p>Learning begins with the study of Vincent Van Gogh, whose life story and expressive artworks both reliably engage and excite. The study serves to encourage skills confidence – from drawing in a ‘loose’ expressive way to working with more technical proficiency.</p> <p>Expressive landscapes – how are they identified? How did Van Gogh create his expressive landscape masterpieces? What inspired him?</p> <p>Composite 1: <i>Learning to draw expressively.</i></p> <p>Component Titles 1. Expressive mark making techniques using pencil and charcoal.</p> <ul style="list-style-type: none"> <i>Learning about the visual elements – line, tone, texture...</i> <p>2/3 Creating expressive landscape drawings.</p> <ul style="list-style-type: none"> <i>Learning basic rules of perspective.</i> <p>4/5 Creating expressive landscape monoprints.</p> <p>6. Learning about the limited palette, introducing colour.</p> | <p>Introducing landscape paintings by Vincent Van Gogh. Learning about celebratory colour, image transformation, vigorous working, thickly painted works... Understanding his personal anxieties, his urgency/passion to keep on painting without acceptance “in the art world”, his resilience...</p> <p>Composite 2: <i>Learning to paint expressively.</i></p> <p>Component Titles 1. Understanding basic colour theory using paint.</p> <p>2/3. Learning expressive watercolour painting techniques.</p> <ul style="list-style-type: none"> <i>How to effectively apply gestural mark-making.</i> <p>4. Generating ideas - landscape line drawings colour development.</p> <ul style="list-style-type: none"> <i>How did Vincent Van Gogh capture colour so vividly. Identifying complementary colours within his paintings.</i> <p>5/6. Produce colourfully expressive landscape painting inspired by Van Gogh (personal response).</p> | <p>Learning about genre, artists who work in a similar way to Van Gogh, his peers and their ideas and influences. Learning about the Fauvism movement following on from Vincent Van Gogh’s expressionism. Bright, bold, more colourful, textural expressive landscapes continue to be celebrated. Learning about the Fauvist Andre Derain. Appreciating that artists create original work using influences from others.</p> <p>Composite 3: <i>Creating landscapes using Fauvist colour theories.</i></p> <p>Component Titles 1/2. Generate ideas to recreate Fauvist landscapes. (R)</p> <ul style="list-style-type: none"> <i>Recall colour theory, rules of perspective. Recalling the visual elements.</i> <p>3/4. Explore press print etching techniques.</p> <ul style="list-style-type: none"> <i>Creating multiple bold coloured landscapes.</i> <p>5/6 Recreating local landscape scenes informed by Fauvism (consolidation).</p> | <p>Introducing contemporary painters inspired by the celebration of bold and vivid colours. Artists Kate Brinkworth and Nigel Humphries confectionery paintings excite and engage the viewer. Colour impacting upon uplifting mood continues to provide inspiration within a more modern-day content. Learning to now compare between loose expressive and photo real art.</p> <p>Composite 4: <i>Creating ideas using expressive and photoreal images.</i></p> <p>Component Titles 1/2. Observational drawing of confectionery. (R)</p> <ul style="list-style-type: none"> <i>Comparing expressive and photoreal mark making.</i> <i>(Analysis of the photorealistic work of Humphries and Brinkworth)</i> <i>How effectively are the visual elements implied? (R)</i> <p>3/4. Exploring ideas informed by expressive and photoreal artists.</p> <p>5/6. Personal responses – combining art styles to create 3D prototype.</p> <ul style="list-style-type: none"> <i>Sequencing ‘design and make’ ideas.</i> <i>Awareness of effects/properties of 3D materials.</i> | <p>This Unit introduces art from other cultures. Learning so far has highlighted European art, both traditional and contemporary. Native American design by artist Rainy Naha is now explored. Colour and pattern are now the focus – pattern as one of the core visual elements not yet explored. The timeline of Native American Art is from Ancient times to modern day.</p> <p>Composite 5: <i>Constructing pattern designs influenced by Native American Art.</i></p> <p><i>Understand how to successfully draw 3D still life forms from observed study. Is my drawing becoming more technically accurate? Have the visual elements been more effectively applied?</i></p> <p>Component Titles 1 Exploring simple and complex pattern design.</p> <ul style="list-style-type: none"> <i>Recalling the limited palette.</i> <p>2/3. Sequencing patterns, creating designs influenced by the artist Rainy Naha.</p> <ul style="list-style-type: none"> <i>Understanding how artists use historical narratives – visually worked across 3D art forms.</i> <i>Aware of craft materials used from ancient times compared to modern day.</i> <p>3/4. Incorporating modern day imagery/symbols within pattern design ideas.</p> <ul style="list-style-type: none"> <i>How could today’s cultural influences be interpreted in pattern form?</i> <p>5/6. Developing ideas, applying pattern sequences across still life forms.</p> <ul style="list-style-type: none"> Challenge <i>applying surface pattern across curved form.</i> | <p>This final unit encourages students to learn more about observational drawing. Whereby seeing, enquiring and understanding how forms are created enables more visually exciting responses.</p> <p>Composite 6: <i>Design thinking inspired by natural forms.</i></p> <p>Component Titles 1 /2. Observational drawings - natural forms. (R)</p> <ul style="list-style-type: none"> <i>Becoming visually aware of their pattern formation/ structure.</i> <p>3/4. Generating ideas – transforming natural forms. (R)</p> <ul style="list-style-type: none"> <i>Identifying objects and structures designed with the influence of natural forms.</i> <p>5/6. Refine ideas – presenting final design idea. Consolidate learning, know how to apply selected visual elements when creating original work. (R)</p> <ul style="list-style-type: none"> <i>Imaginative drawing – other possibilities?</i> |

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| <p>Prior knowledge and skills (from previous year / key stage)</p> | <ul style="list-style-type: none"> Autumn 1 Lesson 1: Key Stage 2 diagnostic testing – “what do students know, understand and can apply”, post key stage 2 curriculum. (Observational drawing/recorded questionnaire) | <ul style="list-style-type: none"> How to draw and sketch from both observation and artist images (integrated studies). Capturing Van Gogh’s style within an expressive landscape. The artist Vincent Van Gogh and his works, specifically “The Starry Night”. (Unit 1, y7) | <ul style="list-style-type: none"> Applying painting and printmaking techniques. Expressive mark making. Producing artwork that is carefully presented, learning how to use equipment correctly. Identifying skilful works, identifying expressive works. Comparing the working styles of artists and how they created their paintings. | <ul style="list-style-type: none"> Using an increasing range of 2D materials more effectively. Producing artwork carefully, remembering how to use equipment correctly and effectively. Revising core visual elements within others and own work(s). | <ul style="list-style-type: none"> Learning to develop ideas in a sequence. Learning to carefully use/apply/manipulate materials to produce more skilful outcomes. Learning the materials uses of past cultures in terms of making art compared to the range of more readily available materials today. Identifying and explaining dimensions (1, 2 and 3) | <ul style="list-style-type: none"> Becoming familiar and more confident when using subject language. Understanding the importance of ideas flow and the creating an original response in the making of at. How to produce a successful observational drawing. |
| <p>Core Knowledge Organiser content</p> | <p>Core visual elements, key vocabulary and definitions. Knowing about artists styles studied.</p> | | | | | |
| <p>Vocabulary / Key Subject Terminology</p> | <p>Discussing the life and works of Vincent Van Gogh (his drawings). Draw – the technique of producing images on paper, by means of mark making. Explain the different types of drawing? Landscape - all the visible features of an area of land, often considered in terms of their aesthetic appeal. Charcoal - a fragile drawing stick made of carbon and often used for sketching. Printmaking - combining print and drawing surfaces to create multiple images. Water colour paint – explain? Research – discovering the work of artists and their styles. Sketch - a quicker drawing or painting which notes down preliminary ideas for a work that will be realised with greater precision and detail.</p> | <p>Discussing the life and works of Vincent Van Gogh (his paintings). Contemporary Art– the art of today. Traditional Art- art that is a part of the culture of a group of people, skills and knowledge of which are passed down through generations from master craftsmen to apprentices- the art of the past. Expressive artworks - a term used to describe the different lines, patterns, and textures that are made visible via gestural mark making. Photoshop - photo editing and manipulation software. Still Life - an arrangement of objects, typically including fruit and plant forms and objects contrasting with these in texture, such as bowls and glassware</p> | <p>Expressive artworks - a term used to describe the different lines, patterns, and textures that are made visible via gestural mark making. Explain the terms ‘skilful’, ‘expressive’ ‘mood’. Explain Fauvism. Vincent Van Gogh – post impressionist painter. Andre Derain – French fauvism painter.</p> | <p>Merge – to combine two or more images together. Contemporary – the art of today. Traditional - art that is a part of the culture of a group of people, skills and knowledge of which are passed down through generations from master craftsmen to apprentices- the art of the past. Manipulate/malleable – using clay Identifying geometric forms. Popular culture – explain? Creating realism? 3D form.</p> | <p>Native Indian - a member of any of the indigenous peoples: can be known as a Native American or Indian. Culture - the ideas, customs, and social behaviour of a particular people or society. Mixed Media - an artwork in which more than one medium or material has been employed. Development - working towards interesting/effective artwork: trialling, refining and exploring different media and techniques. 2 Dimensional - the composition possesses the dimensions of length and width but does not possess depth.</p> | <p>Observation - an image not taken from either a photograph or the artist’ imagination, but from real life observation (“objects in front of you”). Contemporary – the art of today. Traditional - art that is a part of the culture of a group of people, skills and knowledge of which are passed down through generations from master craftsmen to apprentices- the art of the past. Function – creating products for use, for example pots, plates etc.</p> |
| <p>Assessment 1</p> | <p>Observational Drawing. Questionnaire of prior learning/post key stage 2.</p> | | | | | <p>Complete a detailed Observational Drawing AP3 – Assessment Point</p> |
| <p>Assessment 2</p> | | <p>Produce a natural landscape, applying gestural mark making. AP1 – Assessment Point</p> | <p>Produce press print, A5, Derain/Van Gogh study.</p> | <p>To design ideas, drawing confectionery -expressive mark making using pencil. Create realism within blending studies. AP2 – Assessment Point</p> | <p>Complete an Ideas drawing study - incorporating the work of Rainy Naha alongside still life.</p> | |
| <p>Cross Curricular Links with other faculties</p> | <p>Maths – measurement, scale, perspective skills. English – literacy skills – subject specific language. History – timeline of art genre. Geography – the natural landscape.</p> | <p>Maths – measurement, scale, perspective skills. English – literacy skills – subject specific language. History – timeline of art genre.</p> | <p>Maths – measurement, scale, perspective skills. English – literacy skills – subject specific language. History – timeline of art genre.</p> | <p>Maths – measurement, scale skills. English – literacy skills – subject specific language. History – timeline of art genre.</p> | <p>Maths – measurement, scale skills. English – literacy skills – subject specific language. History – timeline of native Americans and 19th century art.</p> | <p>Maths – measurement, scale skills. English – literacy skills – subject specific language. History – timeline of native Americans and 19th century art.</p> |

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| Extra-Curricular Offer | A5 Sketchbooks are available alongside home learning tasks for all students for further drawing study. | Materials/resources, upon request available to further develop applications learnt. | Photographs of local landscape, worked in expressive/colourful presentation. | Researching further the works of Andre Derain, Kate Brinkworth and Nigel Humphries. | A5 Sketchbooks are available alongside home learning tasks for all students. | A5 Sketchbooks are available alongside home learning tasks for all students. |
| Time Allocation | 6 Lessons | 6 Lessons | 6 Lessons | 6 Lessons | 6 Lessons | 6 Lessons |