



Curriculum Map: Year 7 Subject: Art & Design

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
<b>Project 1</b> <b>Foundation Skills:</b> <b>Drawing</b>	How to use a pencil to create different marks	<p><b><u>Drawing techniques</u></b></p> <p>Students will initially focus on controlling the pencil, applying <b>weight of line</b>, and achieving a neat technique</p> <p>They will use different <b>mark making</b> through the formal elements of <b>line, shape, tone, and form</b></p> <p>They will explore <b>scale</b> and <b>proportion</b> to make accurate observation drawings</p> <p>Pupils will work in <b>flat</b> and <b>graduated tone</b> and <b>contrast</b> to show shape and three dimensions</p>	A timed observation drawing.
	Knowledge of the drawings of M C Escher	<p><b><u>Critical Analysis</u></b></p> <p>Students will make contextual links to the artist as well as reproducing one of their artworks</p> <p><b>Students will make a written response/reflection</b></p>	A reproduction drawing from observing M C Escher's work
	How to apply tone to create the illusion of 3D	<p><b><u>Drawing application</u></b></p> <p>Students will use <b>flat</b> and <b>graduated tone</b> to explore the effect of light on <b>three dimensional forms</b>. They will produce a virtual <b>still life</b> to show light, shade and shadow.</p>	An imaginary observation drawing

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	How to draw an eye showing observational detail and light and shade.	<p><b><u>Drawing observation</u></b> Students will make contextual links to Escher's eye drawing and produce their own observed drawing demonstrating learnt techniques including fine details and the effects of light.</p>	A drawing of an eye
<p><b>Project 2</b> <b>Foundation Skills:</b> <b>Painting</b></p>	How to use a brush and apply paint with control	<p><b><u>Painting techniques</u></b> Students will learn to apply paint with a brush with control. They will use water to <b>dilute</b> paint and clean brushes between use. They will use a palette to mix colours.</p> <p>They are encouraged to develop control of paint <b>fluidity</b> and application and an understanding of colour theory of the 12-point colour wheel.</p> <p>They will use <b>Primary</b> colour to mix <b>secondary</b> and <b>tertiary</b> colours (<b>Hues</b>). They will understand the relationships of <b>complementary</b> and <b>harmonious</b> colour</p> <p>They will progress to using a paintbrush to make different <b>painterly</b> marks and create <b>flat</b> and <b>graduated</b> sections.</p>	A 12-part colour wheel
	Knowledge of the paintings of Jasper Johns	<p><b><u>Critical Analysis</u></b> Students will make contextual links to the artist Jasper Johns as well as reproducing one of their artworks</p> <p><b>Students will make a written response/reflection</b></p>	A reproduction of Jasper Johns work

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	How to paint using black and white	<p><b><u>Painting in mono chrome</u></b> Students will experiment to produce a black and white painting of a composition of letters. They will use a variety of <b>flat and painterly marks</b> to create a <b>contrast</b> in <b>surface</b> and in <b>tone</b>, incorporating a <b>full tonal range</b></p>	A painted name composition
	How to paint with primary colours	<p><b><u>Painting in colour</u></b> Students will apply learning to produce a <b>colour contrast</b> painting. They will use flat and painterly marks with primary colours, mixing on a palette and on the paper to create secondary colour</p>	A Union flag colour painting
<b>Project 3 Pattern</b>	How to make a pattern	<p><b><u>Pattern making skills</u></b> Pupils develop <b>pattern making</b> with <b>shape, geometry, symmetry, and repetition</b></p> <p>They explore colour application – using <b>bold, flat</b> and <b>graduated</b> colours</p> <p>They will work with earthy colour schemes incorporating Primary, secondary, and tertiary colour</p> <p><i>This learning relates to their earlier colour theory, and they can use their colour wheels to select from complementary and/or harmonious combinations</i></p>	A geometric pattern
	An introduction to African Art, craft, and pattern	<p><b><u>Critical Analysis</u></b> Students will investigate African pattern Art and applied pattern in textiles</p> <p><b>Students will make a written response/reflection</b></p>	A Colour study applying research learning

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	<p>How to weave material to create a constructed material</p>	<p><b><u>Constructed Textiles</u></b> Students will <b>measure</b>, <b>cut</b>, and <b>weave</b> their material to create a woven lattice</p> <p>They will add bold linear and geometric marks to enrich their design</p> <p>They will consider practical design applications for their outcome</p>	<p>A colour paper weaving</p>
	<p>How to make a paper mask</p>	<p><b><u>Paper Construction</u></b> Students will observe <b>scale</b> and <b>proportion</b> to design a paper mask</p> <p>They will use a craft knife to <b>cut</b> paper and glue to <b>join</b> sections of their construction</p>	<p>A black and white paper Mask</p>