

St Mary's CE High School Curriculum Map 2022-23



Subject: Art & Design

Year: 7

The Art department aims to promote an awareness of the visual language as a means of communication. With this, students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
<p>CONTENT</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<ul style="list-style-type: none"> • Formal Elements • Drawing • Texture • Mark Making • Tone • Space • Line • Shadow • Highlights • Magnus Muhr • Colour Theory • Colour blending • Brushwork • Mixed Media • Surface structures • Tonal value • Matisse • Rake Inoue' 	<ul style="list-style-type: none"> • Colour Theory • Colour blending • Brushwork • Mixed Media • Surface structures • Tonal value and • Matisse • Rake Inoue' • Formal Elements • Drawing • Texture • Mark Making • Tone • Space • Line • Shadow • Highlights • Magnus Muhr 	<ul style="list-style-type: none"> • Drawing • Portraiture • Proportion • Scale • Composition • Observational Drawing • Tone • Texture • Line • Form • Alexander Calder • Cultural Studies • Critical Writing and Analysis • Alberto Giacometti • Edouard Munch 	<ul style="list-style-type: none"> • Alexander Calder • Cultural Studies • Critical Writing and Analysis • Alberto Giacometti • Edouard Munch • Drawing • Portraiture • Proportion • Line • Form • Scale • Composition • Observational Drawing • Tone • Texture 	<ul style="list-style-type: none"> • Cubism • Shape • Form • Composition • Abstraction • Fragmentation • Distortion • Line • Overlapping • Observational Drawing • Multiple View points • Mixed Media • Pablo Picasso • Georges Braque 	<ul style="list-style-type: none"> • Overlapping • Observational Drawing • Multiple View points • Mixed Media • Pablo Picasso • Georges Braque • Cubism • Shape • Form • Composition • Abstraction • Fragmentation • Distortion • Line
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<ul style="list-style-type: none"> • Drawing • Painting • Collage • Research • Annotation • Evaluation • Mixed Media 	<ul style="list-style-type: none"> • Drawing • Painting • Collage • Photography • Research • Evaluation • Mixed media 	<ul style="list-style-type: none"> • Drawing • Painting • Wire • Construction • Writing/Annotation • Research • Evaluation • Annotation 	<ul style="list-style-type: none"> • Clay • Painting • Drawing • Writing/Annotation • Research • Evaluation • Annotation 	<ul style="list-style-type: none"> • Drawing • Painting • Collage • Digital • Photography • Oil Pastel • Research • Annotation 	<ul style="list-style-type: none"> • Drawing • Painting • Collage • Digital • Photography • Oil Pastel • Research • Annotation

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Key Questions	What is tonal value? What is texture? How do we create texture? What is Tone? Why is tone important? What is Shape? What is form?	What is Primary Colour? What is Secondary Colour? What is Tertiary Colour? How can we create tonal value within colour?	What is the difference between a self-portrait and a portrait? What is proportion? Why is scale important to the composition? What can you identify about a person from their portrait?	What has gone well? How did you do it? What have you learnt? Who inspired you? What is a Transcription? What is a Development?	How might we make something look distorted? Why is compositional value so important to the overall design?	How might we make something look distorted? Why is compositional value so important to the overall design?
Assessment	Baseline: - September Practical Assessments: - October	Practical Assessments: - November (Data cycle 1) - December	Practical Assessments: - January - March (Data cycle 2) -March	Practical Assessments: -April	Practical Assessments: - May	(Data cycle 3) - June Practical Assessments: -July
Extended Learning /Extension Activities	<ul style="list-style-type: none"> • Digital Art project • More in depth pieces of work on a larger • Exploring different surfaces • Artist research • Virtual Gallery 					
Galleries and Museums	<ul style="list-style-type: none"> • Tate Britain http://www.tate.org.uk/visit/tate-britain • Tate Modern http://www.tate.org.uk/visit/tate-modern • The National Gallery http://www.nationalgallery.org.uk/ • The National Portrait Gallery http://www.npg.org.uk/ • The Victoria and Albert Museum http://www.vam.ac.uk/ • The British Museum http://www.britishmuseum.org/ 					

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	<ul style="list-style-type: none">• The Design Museum http://designmuseum.org/• The Natural History Museum http://www.nhm.ac.uk/• The Science Museum http://www.sciencemuseum.org.uk/• The Wallace Collection http://www.wallacecollection.org/
Super Curriculum	<ul style="list-style-type: none">• There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities.• Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them.• Visits to galleries allow students to experience real life artwork; observing and connecting with the artists' messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language.• Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world around them.• Students are expected to keep an A5 art journal to document their own connection to the visual art world around them – this will feed into their own projects of work.