

### Curriculum Map: Year 7 Art

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	Introduction to the Formal Elements: Line & Tone	Introduction to the Formal Elements: Mark Making and Colour Theory	Developing an understanding of Composition Theory: 'Sea Life'	Understanding Composition Theory and Designing an underwater/seascape image	Developing, designing and 3D Making: Sea Life Clay Tile Design	Developing 3D Making 3D Sea Life Clay Tile
<b>Intent</b>	Embed knowledge of a wide range of skills and processes and allow for the mastery of key techniques.	Embed knowledge of a wide range of skills and processes and allow for the mastery of key techniques.	Embed knowledge of a wide range of skills and processes and allow for the mastery of key techniques.	Enable students to work with a variety of different materials and take an experimental approach, whilst also emphasising the importance of quality and attention to detail.	Enable students to work with a variety of different materials and take an experimental approach, whilst also emphasising the importance of quality and attention to detail.	Inspire and empower students, to be independent, resilient and to push boundaries and take artistic risks.
<b>Key Knowledge</b>	To know how to Identify and apply the formal elements when using pencils and other mark making materials.	To know how to identify and apply the formal elements when exploring colour materials such as colour pencils, soft pastels and watercolour.	To know how to investigate the work of artists and reproduce/recreate an image using composition theory, scale and proportions. Apply the formal elements.	To know how to compose a picture and apply an understanding of composition theory such as foreground, mid-ground and background. Apply formal element when using a range of materials and techniques.	To know how to recall understanding of how to investigate the work of artists and reproduce/ recreate an image. To recall how to use composition theory to the create design ideas in the style of an artist. To know how to apply a 2D design onto a 3D surface.	To know how to use clay and 3D making tools to transfer a 2D design ideas onto a 3D surface (clay). Use Mark Making skills/techniques and numeracy skills to develop and create a clay tile onto clay. To know how to use and apply colour glazes
<b>Key Skills</b>	To be able to record different mark making and pattern techniques such as crosshatching when using the formal elements Line and Tone	Be able to use a range of colour materials to explore colour theory such as mixing and blending primary and secondary colours together.	To be able to use understanding of scale and proportion to create a composition. Research information and present findings. Use the formal elements to reproduce/recreate in the style of the artist.	To be able to demonstrate a good understanding of all the formal elements such as such as Line, Tone Crosshatching, Mark Making and techniques such as Crosshatching, Mark Making colour mixing and blending when creating a seascape image.	To be able to demonstrate an understanding of the formal elements and the working style of an artist when using drawing and design skills. Recall and apply understanding of colour theory skills such as colour mixing and blending techniques.	To be able to demonstrate an understanding colour theory when using colour glazes. To be able to mix, blend and apply colour to clay tile design.
<b>Key Vocabulary</b>	Line, tone, crosshatching, mark making, colour, pattern, shape, form, texture, horizontal, spiral, varied, long, parallel, diagonal, vertical, straight, zig zag	Colour theory, primary and secondary colours, blending, complementary, Merging, tertiary colours, colour, mixing vibrant colours	Artist research, profile, annotate, record, analyse, describe, explain, presentation, colour, effects, merge, blend, media	Mixed media, composition, scale, size, proportion, colour blending, recreate, reproduction, copy, replicate, bold, outline	Design, transfer 2D and 3D detail, complex, slab/tile, rolling pin, spacer bars, clay tools, texture, score, slip, manipulate, Fire Greenware, Bisqueware	Fire, colour, complex, blending, merging, complementary, greenware, fragile, Bisqueware, slip, score, slap, coil, mould
<b>Key Reading</b>	Formal Elements. The Formal Elements in Art <a href="https://hardleyart.wordpress.com/the-formal-elements-in-art/">https://hardleyart.wordpress.com/the-formal-elements-in-art/</a>	Roy Lichtenstein – Artist Profile. Research Analysis <a href="https://www.sothebys.com/en/articles/21-facts-about-roy-lichtenstein">https://www.sothebys.com/en/articles/21-facts-about-roy-lichtenstein</a>	Wassily Kandinsky – Artist Profile. Research Analysis <a href="https://www.wassilykandinsky.net/">https://www.wassilykandinsky.net/</a>	Composing an image. <a href="https://www.riseart.com/guide/2412/what-is-composition-in-art">https://www.riseart.com/guide/2412/what-is-composition-in-art</a>	Stephen Henderson – artist profile. Research, analysis, re-create. <a href="https://www.birdsandfish.co.uk/">https://www.birdsandfish.co.uk/</a>	How to make a clay tile. <a href="https://www.youtube.com/watch?v=o2ammlpSiaY">https://www.youtube.com/watch?v=o2ammlpSiaY</a>

<b>End Point</b>	Understanding of how to use a range of drawing techniques and materials when applying formal elements.	Show an understanding of how to use a range of drawing and painting techniques and materials when applying formal elements. An understand of how to use research skills to produce an artist profile.	Show a good understanding some of the key concepts in the formal elements when using composition theory. A clear understanding of how to use research skills to produce an artist profile.	A clear understanding of how to use composition theory and the formal elements. Mixed media application.	A clear understanding of how to use artist influences when creating designs and transferring 2D designs to 3D outcomes.	A clear understanding of how to apply the formal elements when using 3D making skills. An understanding of how to use blending and mixing techniques when using glazes.
<b>Form of Assessment</b>	Verbal feedback and teacher assessment	Formative assessment – formal elements Teacher prepared dot marking DC1 data collection.	Peer assessment and feedback	Formative assessment – Sea scape Mixed Media Teacher feedback	Teacher prepared dot marking Self-assessment Verbal feedback	Summative assessment – 2D Design 3D Clay tile Teacher/peer feedback DC2 data collection.
<b>Enrichment opportunities</b>	Opportunities for students to join Art Academy. Trips offered to enhance curriculum intent.					
<b>Leadership opportunities</b>	Opportunities to volunteer at Open Evenings leading art activities. Students' work promoted and used as WAGOLL. Students' work displayed on Art Department's <i>Celebrating your Achievement</i> display.					



**AMBITION**



**RESILIENCE**



**COURTESY**



**KINDNESS**