

Art Curriculum Map							
Year 7							
Half term	Unit title	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Mark Making and starting drawing	Mark making/Drawing monoprinting; printing, sculpture, contour drawing; skills; mini controlled assessment. Throughout the year students will use a range of techniques and media. Students will increase their proficiency in the handling of different materials. Students will learn how to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Students will learn about the history of art, craft and design and architecture, including periods, styles and major movements from ancient times up to the present day.	Embedding core knowledge: Drawing as a mark-making process, Categorising marks using expressive language, Contour drawing (pens), tonal drawing using rubbers to 'reveal' light, monoprinting, drawing with wire (small-scale sculpture). Introduction to artist's work which connects with each activity.	Observational drawing - line and tone - is revisited in the following project (7.2). Printing skills form a major part of the following project. Language for learning and understanding assessment in art follow on through the year. Core skills in drawing and mark-making are revisited in 9.1 with activities targeted to extend towards GCSE standards.	AFL in Art; how to use reflective feedback to develop or extend your work - key concept: 'refinement.' The importance of exploring art and design thematically and through a range of media and skills.	Key outcomes of each 2 week project should be assessed for progress and students should experience self, peer and group assessment via plenary.Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.) Verbal feedback/intervention, individually and as a group within lessons is critical to improving student artwork as it progresses.	Students receive an overall level for this project based on the outcomes from every two weeks of activity (=progress over time) and a 'controlled assessment' lesson at project end (assessment of learning) standardization of work so far.
Autumn 2	Taking drawing into sculpture	Sculpture/Ceramics students will learn how to use the mark making techniques already learned to take into drawings of sea scapes, which will then translate into ceramic sculpture work.	Students can further create drawings showing texture and detail with a 3D element as a design for making a glazed relief tile. They make a relief tile in clay, using scratch and slip technique, with connected coils, slabs, shells and seaweed made in clay - making clear connections with artists who work in clay.	Core skills in drawing, analysis of artists work, knowledge about great artists and understanding the historical and cultural development of their art forms is continually revisited.	The project aims to embed key skills and techniques, recording ideas and observations in sketchbooks as a basis for exploring ideas with links to KS4.	Verbal feedback/intervention, individually and as a group within lessons is critical to improving student artwork as it progresses.	Assessment of skills, knowledge and understanding across a broad range of materials and processes. Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood. PC1
Spring 1	Taking drawing into African Pattern	Yinka Shonibare and African Print students will use their drawing skills to create repeat patterns and make representative drawings of personal objects, ready to take them into their Yinks Shonibare response print.	Observational drawing, drawing to create pattern, drawing in colour, understanding repeat patterns, designing for textiles, printing tessellated prints from polyboard, evaluating the relationship between process and outcome.	Using observational drawing to inform on a design process; responding to an artist/designer's work through reflective research and primary investigation; understanding how to personalise a response to a given artist/designer by blending primary and secondary sources to create a novel outcome.	As above + Component 1 Identity Art - use of pattern in (self-portrait) polyblock print. A01-A04 - Presenting a personal, informed and meaningful response, etc.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.)	Assessment of skills, knowledge and understanding across a broad range of materials and processes. Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood.
Spring 2	Taking drawing into printmaking	Repeat Print students draw into polyblock and learn this block printing process to produce a final outcome to this project	Students learn how to create a series of prints using traditional printmaking techniques and will understand how to apply the printmaking process to their work.	Core skills in drawing, analysis of artists work, knowledge about great artists and understanding the historical and cultural development of their art forms is continually revisited.	Students continue to use a range of techniques and processes to record their observations, which will be assessed throughout the curriculum at increasingly advanced levels and with new content. Students will increase their proficiency in the handling of different materials and will learn to evaluate their work and the work of others.	Verbal feedback/intervention, individually and as a group within lessons is critical to improving student artwork as it progresses.	Assessment of skills, knowledge and understanding across a broad range of materials and processes. Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood. PC2
Summer 1	Taking drawing into painting - looking at Michael Craig-Martin/ Giorgio Morandi	Morandi/MCM research and tonal drawing students use their observational skills to develop a layered image, responding to Morandi or MCM	Students learn how to draw a series of still life objects that they will then simplify in the style of Morandi's work. Observational drawing, composition based on understanding of rotational symmetry, overlapping and underlapping objects, scale, relative proportions and contours. Research skills - use of keywords to analyse the work of the Giorgio Morandi.	Development of accuracy in observational drawing - avoiding using the rubber, instead building up the image using construction lines to investigate the forms. Enlarging or reducing drawn objects to successfully fit within A3 format. Tracing as a technique and compositional tool.	A02 skills development in drawing to an appropriate standard to realise the project effectively and A03 in that drawings are developing and extending towards a specific outcome - choices are being made which show and understanding of the convergence towards a final image in the process.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.) Continual verbal feedback.	Progress through each stage of the project is monitored by the teacher (class and homework). An overall level is awarded to the final outcome in print at project end with reference to the quality of the development work throughout the project. Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood.
Summer 2	Taking drawing into painting - looking at Michael Craig-Martin/ Giorgio Morandi	Morandi/MCM colour wheel and painting students will learn paint techniques to produce a final painting responding to Morandi/MCM	Finalising a composition - modifying and improving - independent decision making; self-assessment of progress; Colour theory and practical colour mixing skills; understanding the impact of diluted as opposed to opaque pigment (watercolour/acrylic media); managing materials: brushes, palette, paint.	Relationship between objects-negative and positive shapes-simplifying shape and form but retaining contour lines to imply 3 dimensions. Colour choices/colour combinations; colour mixing following understanding of colour theory. Refining choices made during the making of a final outcome.	A02 - refinement of drawings through tracing process and extending the effectiveness of the composition through colour choices, A04 as above developed towards personalised choices through experiment showing understanding of their choices of objects drawn, painting technique and research into Morandi.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.) Continual verbal feedback.	Progress through each stage of the project is monitored by the teacher (class and homework). An overall level is awarded to the final outcome in print at project end with reference to the quality of the development work throughout the project PC3