



Curriculum Map



Sandringham School
Everybody can be Somebody

Subject: Visual Arts

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Me as an Artist Thematic Project 1</p> <p>The intent of this project is to teach a foundation of skills to support student's development in Visual Arts at KS3 level. Students will develop core understanding of the formal elements of art and design.</p> <p>Line Tone Texture Shape Pattern Colour</p> <p>-Mark Making -Colour Wheels -Tone Ladder - A History of Art timeline</p>			<p>Natural Forms and Landscapes Thematic Project 2</p> <p>The intent of this project is to develop student's visual recording skills by drawing from a variety of natural forms and also working outside to develop landscape paintings.</p> <p>To apply knowledge and skills gained from the first project during the completion of a sustained final piece.</p> <p>To learn about compositional techniques and to use appropriate language to articulate their choices in planning a final piece.</p> <p>Essential Outcome: An A3 mixed media response to the great outdoors. A small 3D outcome such as a lizard or cast of found objects</p>														
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Themes: Students will complete foundation entry-level series of tasks to develop skills. Students will be introduced to key moments from the history of art. Students will then complete a short mini project where they will learn about Abstract Art and produce a 2D piece Art in response to music.</p> <p>Knowledge and skills: composition, colour, shape</p> <p>Focus for recording skills: musical instruments.</p> <p>Media: abstract photography/textiles/painting</p> <p>Artists/ movements: Kandinsky, Klee, Matisse, Albert Irving, Patrick Heron, Howard Hodgkin</p> <p>Outcomes: set of abstract photographs, abstract painting</p> <p>CROSS CURRICULAR LINK – MUSIC</p> <p>BYOD Suggestion: photography editing techniques</p> <p>Xmas card competition this term</p>			<p>Themes: Natural forms/ landscape</p> <p>Knowledge and skills: colour theory, painting techniques, digital skills (ipads)</p> <p>Focus for recording skills: natural forms/landscapes.</p> <p>Media: Coloured pencils, paint, wax resist, ipads</p> <p>Artists/ movements: Fauvists, Impressionists, Hockney</p> <p>Outcomes: Understanding of colour theory. Developmental sketchbook work, A3 landscape painting, double sketchbook page research into Impressionists or Hockney</p> <p>BYOD Suggestion: Hockney style landscape from own photograph</p>														
<p>Key Questions</p>	<ul style="list-style-type: none"> How do artists apply tone? What are primary, secondary and tertiary colours? What effect does complementary and harmonious colours have on the mood and atmosphere of a painting? <table border="1" data-bbox="315 863 1167 1043"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> Colour Shape Tone Line Texture Pattern </td> <td> Primary and secondary sources Develop Analyse Presentation Historical Context Visual Recording Media </td> <td> Complementary Colours Harmonious Colour Composition Mark Making </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Colour Shape Tone Line Texture Pattern	Primary and secondary sources Develop Analyse Presentation Historical Context Visual Recording Media	Complementary Colours Harmonious Colour Composition Mark Making	<ul style="list-style-type: none"> Which artists have been inspired by the natural world? How have artists created responses to the natural world in 2D and 3D outcomes? How do artists capture light in their paintings? How might you create depth in your paintings with atmospheric perspective? <table border="1" data-bbox="1223 887 2051 1090"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> 2D 3D Form Horizon Perspective </td> <td> Landscape Orientation Viewpoint Primary Secondary Tertiary Colour </td> <td> Aerial Perspective Focal Point Rule of Thirds Foreground, Middle ground, background </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	2D 3D Form Horizon Perspective	Landscape Orientation Viewpoint Primary Secondary Tertiary Colour	Aerial Perspective Focal Point Rule of Thirds Foreground, Middle ground, background
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<p>Literacy/Numeracy/SMSC/Character</p>	<p>Literacy: Writing about the history of Art. Evaluating their own and others work.</p> <p>Numeracy: Time line</p> <p>SMSC: Sharing their own interests and expressing personal ideas when joining the school. Developing cultural awareness.</p> <p>Character: Resilience- Encouraging students to experiment with a variety of media. Confidence- Ensuring students are able to share their ideas with their new teachers. To explain their thoughts and ideas in relation to the world of art.</p>			<p>Literacy: Writing about the history of British landscape painting.</p> <p>Numeracy: Measuring and Perspective</p> <p>SMSC: Well- being and enjoyment of working outdoors.</p> <p>Character: Building confidence by working outdoors and recording from first hand observation. Independently identifying a team to produce a sustained piece of land art.</p>														



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<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Buildings and Structures: Exploring Line, Tone and Perspective Thematic Project 3</p> <p>The intent of this project is for students to consider their local architecture and also develop their broader knowledge of famous buildings and landmarks.</p>			<p>Objects and Artefacts Thematic Project 4</p> <p>The intent of this project is for students to develop an understanding of how artists have been inspired by objects, artifacts and collections. Students will draw from objects and artefacts in order to reflect upon their own beliefs and values.</p>														
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Themes: Local architecture (St Albans cathedral), famous London buildings from St Pauls to the Shard Knowledge and skills: Perspective, scale, proportions, clay tile Media: Pencil, tonal media, clay Artists/ movements: Gaudi, Escher, Bauhaus, Art Nouveau, Art Deco, Renzo Piano, Frank Lloyd Wright, Anish Kapoor, Anthony Gormley Outcomes: Understanding of architecture in context, Linear & tonal drawings of architecture, perspective drawings using line and tone, developmental sketchbook work, two low relief clay tiles joined to make 3D piece BYOD Suggestion: online tour of famous street or buildings</p>			<p>Themes: Art, history, anthropology Knowledge and skills: Designing to a brief. Repeating an image. Focus for recording skills: faculty mask and objects collection. Media: Paint, coloured pencils, poly printing on fabric. Artists/ movements: Art and artifacts. Outcomes: Drawings of masks. 2D exploration of patterns and surface decoration. 3D mask BYOD Suggestion: making a personal mask.</p>														
<p>Key Questions</p>	<ul style="list-style-type: none"> What kind of purposes do buildings have in your local area and how does the design of the building reflect the purpose? What creative processes do architects and engineers follow when designing and creating a building? <table border="1"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> Architect Building Landmark Local Urban Suburban Rural </td> <td> Space Structure Analyse Evaluate Interior Exterior Use/Design/ Purpose </td> <td> Vanishing Point One point perspective Two point perspective Isometric Orthogonal Environment </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Architect Building Landmark Local Urban Suburban Rural	Space Structure Analyse Evaluate Interior Exterior Use/Design/ Purpose	Vanishing Point One point perspective Two point perspective Isometric Orthogonal Environment	<ul style="list-style-type: none"> What was the impact of African Art on Picasso and the artwork he created? Why are objects important to different cultures? What objects and artefacts are important to you? <table border="1"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> Pattern Texture Shape Mask </td> <td> Repeat Culture Belief Values Textiles Context Printing/ Relief </td> <td> Civilisation Anthropology </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Pattern Texture Shape Mask	Repeat Culture Belief Values Textiles Context Printing/ Relief	Civilisation Anthropology
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Literacy/Numeracy/ SMSC/Character	<p>Literacy: Writing about the work of professional architects and artists Numeracy: Perspective, Scale, proportion. SMSC: Reflecting on local heritage and the beliefs associated with key buildings in the local area. Character: Reflecting on the purpose and function of buildings in the local environment.</p>	<p>Literacy: Extended writing tasks. Numeracy: Measuring when making card masks. SMSC: Reflecting on cultures and beliefs Character: Tolerance and Respect- understanding for other's beliefs and values.</p>
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Subject: Visual Arts

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Content <i>Declarative Knowledge – 'Know What'</i>	Mythical Creatures: Applying Art to Real World Contexts Thematic Project 5 The intent of this project is to facilitate that acquisition of visual recording skills in drawing and painting in a range of media whilst also allowing students to consider how art can be applied to real world contexts by responding to a set brief. Students will also have the opportunity to further develop their ideas by creating a 2D and 3D outcome. Students will: Understand how to draw from observation and build upon their understanding. Research the work of professional illustrators.			Self Identity Thematic Project 6 The intent of this summative project is to bring all of the skills together learnt throughout KS3 to create a self- portrait using proportion. Outcomes: Developmental sketchbook work, double sketchbook page research into Van Gogh or Frida Kahlo. A3 self- portrait for display.														
Skills <i>Procedural Knowledge – 'Know How'</i>	Themes: Fantasy art, illustration, 3D model making Knowledge and skills: Drawing from imagination, using found materials Focus for recording skills: toy animals, insects etc. Media: Coloured pencils, paint, junk modelling with papier mache Artists: Surrealism, Jane Ray, children's illustrators, Michael Landy, Peter Randall Page, David Chan, Nicola Hicks, Sophie Ryder, Jim Kay, Paula Rego			Themes: Self-identity, Self-portrait, the human figure, portraits in context, symbolism Knowledge and skills: Research an artist using the internet and the library. Analyse a painting. Keep a sketchbook. Plan and make a final piece based on research. Composition, proportions of face and the human body, construction lines, basic colour mixing – skin tones. Basic clay skills. Focus for recording skills: self portraits, personal objects. Media: Water colours or pastels, pencil, collage. Clay Artists, movements: Portrait painters e.g. Frida Kahlo, Van Gogh, Picasso BYOD Suggestion: Taking self portrait photos to work from														
Key Questions	<ul style="list-style-type: none"> • How do professional illustrators develop an initial idea to a final outcome? • What creative processes do professional illustrators such as Jim Kay participate in to respond to a set brief? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Tier 1 The Everyday Language of Art</th> <th style="width: 33%;">Tier 2 High Frequency Words</th> <th style="width: 33%;">Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Brief Myth Story telling Imagination Creativity </td> <td style="vertical-align: top;"> Illustration Respond </td> <td style="vertical-align: top;"> Typography Layout </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Brief Myth Story telling Imagination Creativity	Illustration Respond	Typography Layout	<ul style="list-style-type: none"> • What is a self portrait and why do artists create them? • How would you choose to represent yourself in 2D or 3D form? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Tier 1 The Everyday Language of Art</th> <th style="width: 33%;">Tier 2 High Frequency Words</th> <th style="width: 33%;">Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Identity Scale Cropping Personality Interest Cultural Beliefs </td> <td style="vertical-align: top;"> Representation Identity Expression Emotion Skin Tone/ Colour mixing Viewpoints </td> <td style="vertical-align: top;"> Proportion Symbolism Acrylic Oil Human Figure Portraiture Life Drawing Anatomy Profiles Silhouette </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Identity Scale Cropping Personality Interest Cultural Beliefs	Representation Identity Expression Emotion Skin Tone/ Colour mixing Viewpoints	Proportion Symbolism Acrylic Oil Human Figure Portraiture Life Drawing Anatomy Profiles Silhouette
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Literacy/Numeracy/ SMSC/Character	Literacy: Harry Potter, Narnia, The Hobbit, Lord of The Rings, Northern Lights- Writing a Story Numeracy: Layout, Construction, Proportions SMSC: Reflecting on the stories and myths. The moral meanings and character growth. Character: Aspiration- Careers	EXAM (Two hours) - drawn studies of shoes (second half term) Literacy: Writing about the work of artists. Numeracy: Proportion SMSC: Reflecting on their beliefs and how they might show these in a final piece. Character: Aspirations: Students reflecting on their future self and personal goals.		