



Curriculum Map

Subject: Visual Arts

Year group: 7

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|---|--|
| Content <i>Declarative Knowledge – 'Know What'</i> | Me as an Artist Thematic Project 1 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. Line Tone Texture Shape Pattern Colour -Mark Making -Colour Wheels -Tone Ladder | | | Natural Forms and Landscapes Thematic Project 2 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. To apply knowledge and skills gained from the first project during the completion of a sustained final piece. To learn about compositional techniques and to use appropriate language to articulate their choices in planning a final piece. Essential Outcome: An A3 mixed media response to landscapes. A small 3D tile based on the work of David Hockney | | |
| Skills <i>Procedural Knowledge – 'Know How'</i> | Themes: Students will complete foundation entry-level series of tasks. 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. Knowledge and skills: composition, colour, shape Focus for recording skills: musical instruments. Media: abstract photography/textiles/painting Artists/ movements: Kandinsky, Klee, Matisse Outcomes: set of abstract photographs, abstract painting CROSS CURRICULAR LINK – MUSIC BYOD Suggestion: photography editing techniques Xmas card competition this term | | | Themes: Natural forms/ landscape Knowledge and skills: colour theory, painting techniques, digital skills (ipads) Focus for recording skills: natural forms/landscapes. Media: Coloured pencils, paint, ipads Artists/ movements: Fauvists, Impressionists, Hockney Outcomes: Understanding of colour theory. Developmental sketchbook work, A3 landscape painting, double sketchbook page research into Impressionists or Hockney BYOD Suggestion: Hockney style landscape from own photograph | | |
| Key Questions | <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? | | | <ul style="list-style-type: none"> Which artists 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? | | |
| | Tier 1 The Everyday Language of Art Colour Shape Tone Line Texture Pattern | Tier 2 High Frequency Words Primary and secondary sources Develop Analyse Presentation Historical Context Visual Recording Media | Tier 3 Subject Specific Vocabulary Complementary Colours Harmonious Colours Colour Composition Mark Making | Tier 1 The Everyday Language of Art 2D 3D Form Horizon Perspective | Tier 2 High Frequency Words Landscape Orientation Viewpoint Primary Secondary Tertiary Colour | Tier 3 Subject Specific Vocabulary Aerial Perspective Focal Point Rule of Thirds Foreground, Middle ground, background |
| Assessment | Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project. A summative assessment with a next step target at the end of the thematic project. | | | Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project. A summative assessment with a next step target at the end of the thematic project. EXAM – Two hours - drawn studies of natural forms (second half term) | | |



Curriculum Map

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| Literacy/Numeracy/SMSC/Character | <p>Literacy: Writing about the history of Art. Evaluating their own and others work.</p> <p>Numeracy: measuring for colour mixing.</p> <p>SMSC: Sharing their own interests and expressing personal ideas when joining the school.</p> <p>Developing cultural awareness. The National Campaign for Drawing activity and Remembrance activity. Annual Christmas Card.</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.</p> <p>Independently identifying a team to produce a sustained piece of land art.</p> |
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Subject: Visual Arts

Year group: 8

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|--|--|--|
| Content <i>Declarative Knowledge – 'Know What'</i> | Buildings and Structures: Exploring Line, Tone and Perspective Thematic Project 3 The intent of this project is for students to consider their local architecture and also develop their broader knowledge of famous buildings and landmarks. | | | Objects and Artefacts Thematic Project 4 The intent of this project is for students to develop an understanding of how artists have been inspired by objects, artefacts and collections. Students will draw from objects and artefacts in order to reflect upon their own beliefs and values .Understanding of Still Life painting, | | |
| Skills <i>Procedural Knowledge – 'Know How'</i> | Themes: Local architecture (St Albans cathedral), famous London buildings from St Pauls to the Shard Knowledge and skills: scale, proportions, one and two point perspective Media: Pencil, tonal media, mixed media 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, a mixed media concertina final piece based on the architectural features of St Albans BYOD Suggestion: online tour of famous street or buildings | | | 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, mixed media. Artists/ movements: Art and artefacts. Outcomes: Drawings of masks. 2D exploration of patterns and surface decoration. 3D mask BYOD Suggestion: photographing and manipulating images.. | | |
| Key Questions | <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? | | | <ul style="list-style-type: none"> How have artists been inspired by collections? Why are objects important to us? What objects and artefacts are important to you? | | |
| | Tier 1 The Everyday Language of Art Architect Building Landmark Local | Tier 2 High Frequency Words Space Structure Analyse Evaluate | Tier 3 Subject Specific Vocabulary Vanishing Point One point perspective Two point perspective Isometric | Tier 1 The Everyday Language of Art Pattern Texture Shape Mask | Tier 2 High Frequency Words Repeat Culture Belief Values | Tier 3 Subject Specific Vocabulary Civilisation Anthropology |



Curriculum Map

| | Urban Suburban Rural | Interior Exterior Use/Design/ Purpose | Orthogonal Environment | | Textiles Context Printing/ Relief | |
|--|--|---|---------------------------|---|---|--|
| Assessment | Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project. A summative assessment with a next step target at the end of the thematic project. | | | Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project. A summative assessment with a next step target at the end of the thematic project. EXAM (Two hours) - drawn studies of objects (second half term) | | |
| Literacy/Numeracy/ SMSC/Character | 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. The National Campaign for Drawing activity and Remembrance activity. Annual Christmas Card. Character: Reflecting on the purpose and function of buildings in the local environment. | | | Literacy: Extended writing tasks. Numeracy: Measuring when makings. SMSC: Virtual Gallery visit Character: Tolerance and Respect | | |

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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 outcome in response to a set brief. 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. Pop Art. A3 self-portrait for display. | | |



Curriculum Map

| Skills <i>Procedural Knowledge – 'Know How'</i> | <p>Themes: Fantasy art, illustration, 3D model making</p> <p>Knowledge and skills: Drawing from imagination, using found materials</p> <p>Focus for recording skills: Faculty taxidermy collection</p> <p>Media: Coloured pencils, watercolours, fine liners</p> <p>Artists: Surrealism, Jane Ray, children's illustrators, Michael Landy, Peter Randall Page, David Chan, Nicola Hicks, Sophie Ryder, Jim Kay, Paula Rego</p> | <p>Themes: Self-identity, Self-portrait, the human figure, portraits in context, symbolism</p> <p>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.</p> <p>Focus for recording skills: self portraits, personal objects.</p> <p>Media: Water colours or pastels, pencil, collage. Clay</p> <p>Artists, movements: Portrait painters e.g. Frida Kahlo, Van Gogh, Picasso</p> <p>BYOD Suggestion: Taking self portrait photos to work from</p> | | | | | | | | | | | | |
|--|---|---|-----------------------------|------------------------------------|---|-------------------------|----------------------|--|-------------------------------------|-----------------------------|------------------------------------|--|---|---|
| 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" data-bbox="436 630 1267 842"> <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> <tr> <td>Brief Myth Story telling Imagination Creativity</td><td>Illustration Respond</td><td>Typography Layout</td></tr> </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" data-bbox="1299 630 2119 970"> <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> <tr> <td>Identity Scale Cropping Personality Interest Cultural Beliefs</td><td>Representation Identity Expression Emotion Skin Tone/ Colour mixing Viewpoints</td><td>Proportion Symbolism Acrylic Oil Human Figure Portraiture Life Drawing Anatomy Profiles Silhouette</td></tr> </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 |
| 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 | | | | | | | | | | | | |
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| Assessment | <p>Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project.</p> <p>A summative assessment with a next step target at the end of the thematic project.</p> | <p>Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project.</p> <p>A summative assessment with a next step target at the end of the thematic project.</p> <p>EXAM (Two hours) - drawn studies of shoes (second half term)</p> | | | | | | | | | | | | |
| Literacy/Numeracy/ SMSC/Character | <p>Literacy: Harry Potter, Narnia, The Hobbit, Lord of The Rings, Northern Lights- Writing a Story</p> <p>Numeracy: Layout, Construction, Proportions</p> <p>SMSC: Reflecting on the stories and myths. The moral meanings and character growth. The National Campaign for Drawing activity and Remembrance activity. Annual Christmas Card.</p> <p>Character: Aspiration- Careers</p> | <p>Literacy: Writing about the work of artists.</p> <p>Numeracy: Proportion</p> <p>SMSC: Reflecting on their beliefs and how they might show these in a final piece.</p> <p>Character: Aspirations: Students reflecting on their future self and personal goals.</p> | | | | | | | | | | | | |