



# 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><b>Content</b></p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p><b>Me as an Artist Thematic Project 1</b></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</p> <p>-Colour Wheels</p> <p>-Tone Ladder</p> <p>- A History of Art timeline</p>			<p><b>Natural Forms and Landscapes Thematic Project 2</b></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 A4 Acrylic Painting inspired by the work of David Hockney and Matthew Wong. 3D ceramic piece inspired by Yayoi Kusama.</p>								
<p><b>Skills</b></p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p><b>Themes:</b> 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: The Formal Elements of Art.</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, Kehinde Wiley, Yayoi Kusama</p> <p>Outcomes: Abstract painting inspired by music</p> <p>CROSS CURRICULAR LINK – MUSIC</p> <p>BYOD Suggestion: photography editing techniques</p> <p>Xmas card competition Autumn Term</p> <p>Remembrance Autumn Term</p> <p>National Campaign for Drawing Autumn 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, A4 landscape painting, double sketchbook page research into Impressionists or Hockney. 3D piece.</p> <p>BYOD Suggestion: Hockney style landscape from own photograph</p>								
<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>How do artists apply the formal elements of art?</li> <li>What are primary, secondary and tertiary colours?</li> <li>What effect does complementary and harmonious colours have on the mood and atmosphere of a painting?</li> </ul>	<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>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"> <li>Which artists have been inspired by the natural world?</li> <li>How have artists created responses to the natural world in 2D and 3D outcomes?</li> <li>How do artists capture light in their paintings?</li> <li>How might you create depth in your paintings with atmospheric perspective?</li> </ul>		
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<p><b>Assessment</b></p>	<p>Formative next step targets via Google Classroom. Summative Assessment via Google Classroom.</p>			<p>Formative next step targets via Google Classroom. Summative Assessment via Google Classroom.</p> <p><b>EXAM – One Hour - drawn studies of natural forms (second half term)</b></p>								
<p><b>Literacy/Numeracy/ SMSC/Character</b></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>								



# Curriculum Map

Subject: Visual Arts

Year group: 8

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<p><b>Content</b></p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p><b>Buildings and Structures: Exploring Line, Tone and Perspective Thematic Project 3</b></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><b>Objects and Artefacts Thematic Project 4</b></p> <p>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.</p>														
<p><b>Skills</b></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, Zaha Hadid            Outcomes: Understanding of architecture in context, Linear &amp; tonal drawings of architecture, perspective drawings using line and tone, developmental sketchbook work, low relief clay tile inspired by landmarks.            BYOD Suggestion: online tour of famous street or buildings</p>			<p>Themes: Art, history, anthropology            Knowledge and skills: Still Life.. Repeating an image.            Focus for recording skills: Faculty mask and objects collection.            Media: Paint, coloured pencils, poly printing on fabric.            Artists/ movements: Art and artefacts.            Outcomes: Drawings of masks. 2D exploration of patterns and surface decoration. 3D mask. Still Life inspired by Michael Craig Martin.            BYOD Suggestion: making a personal mask.</p>														
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>What kind of purposes do buildings have in your local area and how does the design of the building reflect the purpose?</li> <li>What creative processes do architects and engineers follow when designing and creating a building?</li> </ul>			<ul style="list-style-type: none"> <li>What was the impact of African Art on Picasso and the artwork he created?</li> <li>Why are objects important to different cultures?</li> <li>What objects and artefacts are important to you?</li> </ul>														
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<b>Literacy/Numeracy/ SMSC/Character</b>	<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 observing objects.            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**

**Year group: 9**

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<p><b>Content</b>            Declarative Knowledge –            'Know What'</p>	<p><b>Mythical Creatures: Applying Art to Real World Contexts</b>  <b>Thematic Project 5</b></p> <p>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.</p> <p>Students will also have the opportunity to further develop their ideas by creating a 2D and 3D outcome.</p> <p>Students will:</p> <p>Understand how to draw from observation and build upon their understanding.            Research the work of professional illustrators.</p>			<p><b>Self Identity</b>  <b>Thematic Project 6</b></p> <p>The intent of this summative project is to bring all of the skills together learnt throughout KS3 to create a self- portrait using proportion.</p> <p>Outcomes: Developmental sketchbook work, double sketchbook page research into Van Gogh, Kehinde Wiley and Frida Kahlo. A3 self-portrait for display.</p>														
<p><b>Skills</b>            Procedural Knowledge –            'Know How'</p>	<p>Themes: Fantasy art, illustration, 3D model making            Knowledge and skills: Drawing from imagination, using found materials            Focus for recording skills: toy animals, insects, taxidermy collection.            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            Outcome: Illustration for Book Cover and 3D outcome.</p>			<p>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.            Focus for recording skills: self portraits, personal objects.            Media: Water colours or pastels, pencil, collage.            Artists, movements: Portrait painters e.g. Frida Kahlo, Van Gogh, Wiley            BYOD Suggestion: Taking self portrait photos to work from</p>														
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>How do professional illustrators develop an initial idea to a final outcome?</li> <li>What creative processes do professional illustrators such as Jim Kay participate in to respond to a set brief?</li> </ul> <table border="1" data-bbox="436 1141 1265 1284"> <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>Brief Myth Story telling Imagination Creativity</td> <td>Illustration Respond</td> <td>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"> <li>What is a self portrait and why do artists create them?</li> <li>How would you choose to represent yourself in 2D or 3D form?</li> </ul> <table border="1" data-bbox="1299 1157 2105 1404"> <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>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> </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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<p><b>Assessment</b></p>	<p>Formative next step targets via Google Classroom. Summative Assessment via Google Classroom.</p>	<p>Formative next step targets via Google Classroom. Summative Assessment via Google Classroom.</p> <p>EXAM (Two hours) - drawn studies of shoes (second half term)</p>
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>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</p>	<p>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.</p>