**Curriculum Map Y7 ART 2022/23**

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|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | |
|  | **Term 1a** | **Term 1b** | **Term 2a** | **Term 2b** | **Term 3a** | **Term 3b** |
| **Dates** | 1st September – 21st October | 31st October – 21st December | 9th January –10th February | 20th February – 31st March | 17th April – 26th May | 5th June – 19th July |
| **Weeks** | 8 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 weeks |
| **Assessment** | Baseline; Week commencing 5th September (2 lessons) | | AP1:Y7-10 and 12. W/B Jan 16th, 16 weeks in (2 lesson assessment) | | AP2:Y7-9 Begins Fri Jun 9th, 16 weeks from AP1. (2 lesson assessment) | |
| **Lessons** | 8 Lessons | 8 Lessons | 5 Lessons | 6 Lessons | 6 Lessons | 7 Lessons |
| **Inset** | 1S September, 2nd September 22nd December (School Closed) | | 4th, 5th & 6th January | | 1st May (Bank Holiday) 8th May (Bank Holiday) | |
| **Unit Title** | **Y7 ART: Pop Art and Nature**  **Key material focus: Drawing, Painting, Colour, Mixed Media, Collage** | | | | | |
| **Sequence** | * Y7 Baseline Assessment- observational drawing task ‘Shoe’ (2 lessons)   **POP ART. Term 1**   * Artist research in sketchbook timeline; * Pop Art development and techniques page * A2/A3 square outcome1b | | **POP ART and NATURE Term 2**   * Pop art: development and techniques * AP1 task – Pop Art * Completion final of outcome and development page   Drawing techniques and development of ideas | | **NATURE Term 3**   * NATURE: Artist research with techniques - sketchbook * Personal response- producing an outcome. * AP2 task – Nature | |
| **Key Building Blocks** | **Y7 Baseline assessment: 2 lessons**  An initial assessment of the skill set the Y7 arrive with. This will assess art key skills and provide staff with an accurate picture of each students’ knowledge and understanding at the beginning of KS3. The work will be standardised across the department. The drawing task for the baseline, will be extended into a mini project based on pop art with a final outcome to support.  **Block 1: Artist research**  Research of x4 artist’s work (Roy Lichtenstein, Andy Warhol, Peter Blake and David Hockney).  Sketchbook work: exploring composition, layout, design and presentation  Understanding of artist timeline and where Pop Art sits.  Annotation of research and personal thoughts using appropriate language  Recording of ideas relevant to the theme.  **Block 1: Pop Art drawing techniques and development A3 page**  Skill sets: line, tone, shape, form, pattern, texture, mark-making, colour mixing, blending.  Observational drawings  Composition, layout and presentation  Exploration and experiment with drawing in varied materials and processes.  Composition, layout and presentation.  Development of ideas following research. | | **Block 2: Drawing techniques and development continued.**  Skill sets: line, tone, shape, form, pattern, texture, mark-making, colour mixing, blending.  Observational drawings  Varied materials, processes and techniques to explore.  Development of drawings/paintings and ideas.  Composition, layout and presentation  **AP1: 2 lessons**  **Written and practical task**  An assessment of the skill set taught in term 1 This will assess theory as well as art key skills: drawing, composition, layout and presentation, use of materials and processes relating to the theme and a personal response.  **Final outcome completion AP1 practical** response and completion of drawing and development page  Refine work as it progresses  Development of materials  Personal response to the project, relating to Pop Art and developing skill sets. | | **Block 3**  **Artist research Nature**  Research of artist’s work (Colleen Wilcox).  Sketchbook work: exploring composition, layout, design and presentation  Annotation of research and personal thoughts using visual language  Exploring artist techniques  Recording of ideas relevant to the theme Nature.  **Personal response**  Skill sets to be covered: drawing, painting techniques: Transparent, wash and mixed media with various colours. Photography will be encouraged throughout the year.  Construction of at least one final outcome, using the theme ‘Nature’ as well as linking to the artist’s work.  Evaluation.  **AP2: 2 lessons**  A written assessment accompanied by a holistic grade of practical and sketchbook to date. Looking at Research, development and the skill set taught in throughout the year. This will assess art key skills:  drawing, composition, layout and presentation, use of materials and processes relating to the theme,  and a personal response.  **Final outcome completion AP2 practical**  Refine work as it progresses  Development of materials  Personal response to the project, relating to Nature and developing skill sets. | |
| **Retrieval Practices** | Interleaved themes:   * Recording ideas, thoughts and opinions through research * Developing the use of art materials and processes, including developing ideas for a personal response. | | Interleaved themes:   * Recording ideas, thoughts and opinions through research * Developing the use of art materials and processes * Creating a personal response through the ideas and development completed. | | Interleaved themes:   * Developing the use of art materials and processes * Analysing, developing and modifying work as it progresses * Constructing a personal response through the ideas and development made. | |
| **Key Skills** | Observational drawing  Analysis of work and annotation  Artist research  Developing work in a style appropriate to the theme  Exploring drawing, block colour, outlining, paint, and mixed media.  Discussing and writing about art: what, why, how, quality, learning. | | Analysis of work and annotation  Artist research  Discussing and writing about art: what, why, how, quality, learning.  Observational drawing  Developing skills in varied materials and processes.  Creating ideas through the development of drawing  Exploring paint, mixed media, collage | | Observational drawing  Analysis of work- what you are doing and why  Creating work in similar styles style of the artist/culture/art movement  Developing skills in varied materials and processes.  Creating ideas through the development of drawing  Evaluating work - what, why, how, quality, learning.  Developing a final idea and producing a final outcome on a larger scale.  Exploring paint mixed media and collage | |
| **Literacy** | Written & Oral communication  Paragraph structure  Vocab development  Reading articles: X 1 per term (2 per block). See departmental reading document. | | Written & Oral communication  Paragraph structure  Vocab development  Reading articles: X 1 per term (2 per block). See departmental reading document. | | Oral communication  Vocab development  Reading articles: X 1 per term (2 per block). See departmental reading document. | |
| **Numeracy** | Proportions through drawing  Space, shape and line.  Measurement: use of a ruler and composition. | | Enlargement from initial drawings  Ratios: with colour mixing | | Proportions through drawing  Space, shape and line. | |
| **Formative Assessment** | Written and verbal feedback  Peer / Self-Assessment  Whole class feedback | | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback – written for AP1  Whole class feedback | | Written and verbal feedback  Peer / Self-Assessment  Teacher feedback – written for AP2  Whole class feedback | |
| **Summative Assessment** | Baseline | | AP1: Practical and written assessment 60/40 | | AP2: Holistic practical and written assessment 70/30 | |
| **Social** | All classes are mixed so children are socialising with each other as part of different ethnic groups / religions / socio-economic groups. Students are given opportunities to discuss artwork and provide criticism to their peers. Students are also expected to write down their thoughts and feelings and communicate ideas verbally, written and artistically. | | | | | |
| **Moral** | Through the study of Art students investigate and explore ethical and moral issues when they look at artwork produced by other artists, especially around the theme of nature. Students can explore how they feel through discussions with their peers. | | | | | |
| **Spiritual** | Discussing and articulating how pieces of artwork make us feel and our opinions about this. Being able to express these opinions and understanding others’ opinions too. The experience of awe and wonder at the exemplar work showcased around the department. | | | | | |
| **Cultural** | Students are asked to explore Pop Art culture, a time in History and the relevant cultural norms and how they are different from the modern day. They also research the natural environment in their artwork, examples of how artists from other cultures view the environment and what type of environment they are part of within their own culture. Trips/visits to be confirmed throughout the year. | | | | | |
| **British Values** | Mutual Respect – students will show an appreciation and respect for the environment by studying the theme of Nature. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | | | | | |
| **Gatsby Benchmark 4 Linking curriculum to careers** | By researching artists in lesson times we open students up to a wide variety of artists and craftspeople to explore. We discuss the impact advertising has on the Pop Art movement, and how the role of the “artist” changed through this period. | | | | | |