

Curriculum Map: Art & Design Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Under the Sea		Colour & Pattern		My Surroundings -Architecture	
Content Declarative knowledge 'I Know'	Students will learn about a range of artists and environmental issues. They will begin to develop skills in recording, using a wide range of materials and techniques. They will begin to develop skills in presenting and verbalising their ideas and work.		Students will learn about a range of artists and cultures. They will develop their understanding of colour theory and use of pattern in design and culture. They will continue to develop skills in recording, using a wide range of materials and techniques. They will continue to develop skills in presenting and verbalising their ideas and work.		Students will learn about a range of artists, cultures and architectural styles. They will continue to develop skills in recording, using a wide range of materials and techniques. They will begin to develop skills in presenting and verbalising their ideas and work.	
Skills Procedural Knowledge 'I know how to'	Research an artist or issue. Recording: drawing, use of line, tone and mark making. Surface exploration. Handling of materials: pencil, coloured pencil, oil pastel, print making and 3D materials. Communication of ideas both verbally and in writing using subject specific language. Creative thinking and imagination. Presentation.		Research an artist or culture. Recording: drawing, use of line, tone and mark making. Handling of materials: pencil, coloured pencil, oil pastel, paint, scissors, manipulating card and paper, relief work. Mixing of water-based paints to achieve a variety of secondary and tertiary colours and tonal variations of these. Design and create a balanced composition. Communication of ideas both verbally and in writing using subject specific language. Creative thinking and imagination. Presentation.		Research an artist or culture or architectural period. Recording: drawing, use of line, tone and mark making. Surface exploration. Handling of materials: pencil, coloured pencil, oil pastel, print making and 3D materials. Communication of ideas both verbally and in writing using subject specific language. Creative thinking and imagination. Presentation.	
Strategies Conditional Knowledge 'I know when to'	Use a variety of marks and line to record my ideas and observations. Apply my understanding of specific materials and techniques. Use subject specific language to describe my work and the work of others.		Use a variety of marks and line to record my ideas and observations. Apply my understanding of specific materials and techniques. Use subject specific language to describe my work and the work of others.		Use a variety of marks and line to record my ideas and observations. Apply my understanding of specific materials and techniques. Use subject specific language to describe my work and the work of others.	
Key Questions	How do I use tone and mark making to describe an object? How do I create a polyprint? How do I apply oil pastels? How do I create a balanced composition? How do I manipulate materials to create a 3D form? How do I relate my work to the work of other artists?		What are the primary, secondary, and tertiary colours? What are complimentary colours? What are warm and cool colours? How do I mix a range of colours and tones? How do I apply paint successfully? How do I relate my work to the work of other artists? How do I use scissors to cut complex shapes? How do I design and create a balanced composition?		How do I create a monoprint? How do I take a good photograph? How do I manipulate materials to create a 3D form? How do I relate my work to the work of other artists and cultures?	

Assessment topics	Shell drawing. End of project assessment.	Scissor drawing. End of project assessment.	Drawing of an architectural feature. End of project assessment.
Cross curricular links/Character Education	Environmental issues. Glazing/science. Evaluating their own work and that of others. Confidence in risk taking. Verbalising their ideas.	Developing cultural awareness. Measuring. Colour mixing/science. Confidence in risk taking. Verbalising their ideas.	Religious buildings and regional architectural styles. Evaluating their own work and that of others. Confidence in risk taking. Verbalising their ideas. Promoting mutual respect and tolerance.