

Curriculum Map- Year 7 Fine Art

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1/2:</p> <ul style="list-style-type: none"> • Colour and Architecture • Colour Theory • Colour pencil techniques • Fauvism Art movement • Painting techniques 	<ul style="list-style-type: none"> • In primary school – Students have been introduced to basic colour theory. • Have looked/explored at other Art historical painters • Have handled painting and brushes in their primary schooling. 	<p>Drawing: Recording shape, form, tone and colour theory, design. Gridding up. Research and analysis: Who, What, How and Why Media: Painting and colour mixing, colour pencil</p>	<ul style="list-style-type: none"> • To understand and apply colour theory to artwork • To retain knowledge about the art elements and principals. • Use a range of techniques and media, including painting • To discuss the history of art, including art movement Fauvism.
<p>Term 3/4</p> <ul style="list-style-type: none"> • Pots and Planters • Introduction to Texture • Introduction to sculpture with examples from art history and contemporary art. • What is Relief and imprint • Ceramics (3D) – Pinch pots 	<ul style="list-style-type: none"> • In Primary setting - Students making 3D designs in cross-curricular activities in science, Geography, history – looking at form and function. • Making connects to the topic/theme 	<p>Drawing: Observational drawing, form, texture, mark-making. Research and analysis: Who, What, How and Why Media: Clay, Clay tools and glazes</p>	<ul style="list-style-type: none"> • Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To increase their proficiency in the handling of different materials • To discuss clay techniques and the difference between 2D and 3D art.

Curriculum Map- Year 7 Fine Art

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 5/6</p> <ul style="list-style-type: none"> • Animals and Habitats – group work • Similarities and differences between artists (Daniel Mackie and Mark Hearld) • Introduction to printmaking – Polyprint • Collage 	<ul style="list-style-type: none"> • In Primary setting - Students looking at animals’ habitats in science • Links to previous SOW using the Art elements throughout the the year linking observational drawing, texture, form, line and shape to create artwork 	<p>Drawing: Observational drawing, line, shape, form, texture, tone colour theory, mark-making, gridding up.</p> <p>Research and analysis: Who, What, How and Why</p> <p>Media: Mixed media – Printmaking polyprint, ink, watercolour, coloured paper.</p>	<ul style="list-style-type: none"> • Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • Use a range of techniques and media, including printing/collage • To increase their proficiency in the handling of different materials • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work. • To discuss modern/contemporary, craft, design and natural forms

Resources and/or activities to support learning

Using Pinterest website to help you see visually how to present a page – artist research and how art work is applied - [Pinterest](#)

[Youtube](#) – to break down steps as a refresher on how to use materials, artist interviews etc.

Teams teacher videos on material application.

Top tips for success

- Tate website - [Tate Art](#)

Curriculum Map- Year 7 Fine Art

- BBC Bitesize - [BBC Bitesize Art and design](#)
- Student Art Guide - [studentartguide](#)