Curriculum Map- Year 7 Fine Art

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2 • **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**	• 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	**Drawing:** **Observational drawing, form, texture, mark-making.** **Research and analysis:** **Who, What, How and Why** **Media:** **Clay, Clay tools and glazes**	• Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Commitment • To increase their proficiency in the handling of different materials • To discuss clay techniques and the difference between 2D and 3D art. Courage
Term 3/4: • **Colour and Architecture** • **Colour Theory** • **Colour pencil techniques** • **Fauvism Art movement** • **Painting techniques**	• 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. • Applying a glaze to their pots in previous SOW will help with paint application	**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**	• 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 Commitment • To discuss the history of art, including art movement Fauvism. Courage

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Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 5/6 • **Sealife** • **Similarities and differences between artists (main focus on Jenny Mccabe)** • **Introduction to printmaking – Collagraph** • **Collage materials together to create texture.**	• In Primary setting - Students looking at Sealife. • Links to previous SOW using the Art elements throughout the year linking observational drawing, texture, form, line and shape to create artwork	**Drawing:** **Observational drawing, line, shape, form, texture, tone, mark-making, gridding up.** **Research and analysis:** **Who, What, How and Why** **Media:** **Printmaking, Collagraph and ink**	• 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 Commitment • 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. Compassion • To discuss modern/contemporary, craft, design and natural forms. Courage

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

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- Tate website - Tate Art
- BBC Bitesize - BBC Bitesize Art and design
- Student Art Guide - studentartguide