



Striving For Excellence Together

Year 7 Art Curriculum Map

Key Concepts: Threshold Concepts <i>State the big ideas or skills that students will revisit throughout the curriculum</i>	SKILLS: Drawing skills: outline, detail, simple tone. Colour skills: Painting: Mixing colours, applying paint, blending colours. Blending/fading with colour pencils and oil pastels. Creativity: Design skills, colour choices, adding pattern. Media: Pencils, paint, oil pastels, felt pens.	KNOWLEDGE: Colour wheel knowledge. Tinga Tinga Art. Cubism, Pop Art, Impressionism, Surrealism. How to analyse a piece of artwork and recognise characteristics.
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7	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge and skills tracking
Term 1	Animals in Art	Drawing animals: Students learn how to use simple shapes to draw more complex animals (outline, detail, tone). Colour Wheel: Students learn about the relationships between different colours and begin developing painting skills by painting a colour wheel sheet.	Drawing skills: outline, detail, simple tone. Colour skills: Painting: Mixing colours, applying paint, blending colours. Media: Pencil, paint. Knowledge: Colour wheel.	Outline, detail, tone, blending, primary colours, secondary colours, tertiary colours, harmonious colours, complementary colours.	Life Beyond SWR	Most students have at least basic knowledge of drawing outlines, applying paint and knowledge of the colour wheel. All projects involve drawing skills: Outline, detail and tone which are developed progressively.
Term 2	Animals in Art	Collecting Animal Images: Students to use computers to select their animal for their final piece. Students will practice drawing their animal in the classroom. Introduction to Tinga Tinga Art/Tinga Tinga bird: Students learn the characteristics of Tinga Tinga Art. They will create an oil pastel drawing of a Tinga Tinga bird. Design final piece. Students learn the importance of planning.	Knowledge: How to analyse a piece of artwork and recognise characteristics. Colour wheel knowledge. Creativity: Design skills, colour choices, adding pattern. Colour skills: colour pencil blending. Media: IT, oil pastel, pencil.	Outline, pattern, blending, harmonious colours.	Literacy and Oracy Life Beyond SWR Life after SWR Diversity and Inclusivity	All projects involve analysing artwork and recognising characteristics. This builds progressively. Students use their colour wheel knowledge from term 1 to use harmonious/complementary colours within their designs.
Term 3	Animals in Art	Final piece. Background: Students learn how to blend their colour background. Animal: Students develop drawing skills by drawing their animal, adding pattern and paint.	Knowledge: How to analyse a piece of artwork and recognise characteristics. Colour skills: mixing colours, blending. Media: pencil, paint. Creativity: Design skills, adding patterns.	Outline, pattern, blending, harmonious colours.	Life Beyond SWR Diversity and Inclusivity	As above.
Term 4	Animals in Art Everyday Objects	Final piece. Background tree: Students develop drawing and painting skills by creating a Tinga Tinga tree, then printing blossom. Cutting and sticking together: Students cut out their animals and stick them onto their backgrounds. Introduction to Everyday Objects topic: Students learn how to use 3D shapes to draw everyday objects (outline, detail, tone).	Knowledge: How to analyse a piece of artwork and recognise characteristics. Media: paint, pencil. Drawing skills: outline, detail, tone.	Outline, detail, tone, 3D, printing.	Life Beyond SWR Diversity and Inclusivity	Whilst drawing during the Everyday Objects topic, students build upon their tonal skills from the previous project. Everyday objects are revisited in the Year 8 Street Art topic whilst drawing spray cans and then for the Year 9 Surrealism project where students draw melting objects.
Term 5	Everyday Objects	Introduction to Everyday Objects topic: Students learn how to use 3D shapes to draw 2-3 everyday objects (outline, detail, tone). Final Piece. Outline: Students draw an outline of a bottle and split it into 4 sections. Section 1. Cubism: Students learn characteristics of Cubism and create section 1 in that style using colour pencils.	Knowledge: How to analyse a piece of artwork and recognise characteristics. Media: pencil, colour pencil. Drawing skills: outline, detail, tone. Creativity: Design skills, colour choices. Colour skills: colour pencil blending.	Outline, detail, tone, 3D, colour theme, blending, harmonious colours.	Life Beyond SWR	Students use their knowledge of harmonious colours and colour blending from the previous topic. This is visited again in Year 8 Street Art and Year 9 Surrealism.



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Term 6	Everyday Objects	<p>Final Piece.</p> <p>Section 2. Pop Art: Students learn characteristics of Pop Art and create section 2 in that style using felt tip pens.</p> <p>Section 3. Impressionism: Students learn characteristics of Impressionism and create section 3 in that style using paint.</p> <p>Section 4. Surrealism: Students learn characteristics of Surrealism and create section 4 in that style using pencil.</p>	<p>Knowledge: How to analyse a piece of artwork and recognise characteristics.</p> <p>Media: felt tip pens, paint, pencil.</p> <p>Drawing skills: outline, detail, tone.</p> <p>Creativity: Design skills, colour choices.</p> <p>Colour skills: colour pencil blending.</p>	Outline, detail, tone, 3D, colour theme, blending, harmonious colours.	Life Beyond SWR	Students revisit Surrealism in more depth in Year 9.
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