

Oasis Academy Don Valley – Curriculum Map 2019/20 – Art

Year Group 7	Half Term 1 9/9/18-26/10/17 7 weeks	Half Term 2 5/11/18-21/12/18 7 weeks	Half Term 3 8/1/19-15/2/19 6 weeks	Half Term 4 25/2/19-30/3/19 5 weeks	Half Term 5 15/4/19-24/5/19 6 weeks	Half Term 6 4/6/19-24/7/19 7 weeks 2 days
Module Title	<u>Key skills and portraiture</u>	<u>Key skills and portraiture</u>	<u>Surrealism</u>	<u>Gaudi Architecture</u>	<u>Gaudi Architecture</u>	<u>Aboriginal Art and celebrations</u>
Key Questions	Who am I and how do others perceive me? How do others perceive me? What is mark making and how do I use line? What is portraiture? Why are proportions important? How do I present meaning in my work? How do I evaluate and critique own and others work?	How do I simplify and exaggerate to convey meaning? Does colour and shape need to be representative? How can colour and shape communicate emotion? How do I experiment with a range of media to refine ideas? How do I present a final response that realises intentions?	What are hybrid creatures in mythology? How do I use cutting, ripping, twisting and layering to create a new whole? How do I reflect critically and analytically about the work of others? How do I understand surrealisms place in art?	How do I experiment with a range of media to refine ideas? How do I reflect critically and analytically about my work? What are the four basic processes of sculpture? What are visual and tactile qualities of different materials? How do I assemble everyday objects and resources to make a 3D sculpture?	How do I understand how to use clay effectively? How can I understand the techniques used within sculpture? How do I use techniques inspired by architects to represent their work? What are the effective ways to add colour to clay? Why is modelling and sculpture an important aspect in art?	How can we understand the importance of studying different culture within art? What is aboriginal art? How is artwork an important part of life for some cultures? How can art tell a story? How can we understand the different use of colour within aboriginal art? How are symbols used within aboriginal art work?
Key Knowledge covered	Self-Image- mind map/brainstorm. Students develop a visual and free ranging brainstorm, identifying aspects of themselves. Students reflect on the marks made within/style of their own work. Students develop a range of mark making techniques. Students demonstrate an understanding of correct proportions. Students create a three dimensional observed self-portrait painting using flesh tone paints, looking	Introduction to colour theory, cold, hot, and mixed. Students will trace their portrait and will colour each with a different combination of colours to amplify emotion etc. within the work. Students demonstrate visually their ability to select and use colour to communicate meaning. One design will then be chosen and Grid enlarged to A3, oil pastel final outcome. Students present a personal and meaningful	Research - mythical hybrids. Show student's different 'part human' and 'non-human' hybrids; Can they guess which culture this is from? Are the different animals chosen at random? Or might they represent something? What might each of the different animals represent? Students are to create their own 'part human mythical hybrids' by 'drawing' with collage.	Explore, investigate and interpret sculpture. Students analyse another artist's work and begin to suggest meaning. Student's use own imagination to develop an original response Student's explore and experiment with different ideas, materials, tools and techniques. Student's combine visual and tactile qualities to create interesting surfaces and textures. Students will understand the use of clay and	Explore, investigate and interpret sculpture. Students analyse another artist's work and begin to suggest meaning. Student's use own imagination to develop an original response Students explore and experiment with different ideas, materials, tools and techniques. Student's combine visual and tactile qualities to create interesting surfaces and textures. Students will understand the use of clay and	Students will studied aboriginal culture and understand how their artwork formed an important part of their language and communication. Students will develop their drawing and mark making techniques to re-create their own aboriginal artwork Students will research and understand the media different cultures used when modern conventional paints were not available.

	<p>at highlights and shadows. Students experiment with mixed media.</p> <p>Research, analyse and evaluate The Weeping Woman - Picasso. Students demonstrate</p> <p>Students analyse another artist's work and begin to suggest meaning.</p>	<p>response that realises intentions.</p> <p>Julian Opie and Andy Warhol.</p>	<p>.Student's use own imagination to develop an original response</p> <p>Students explore and experiment with different ideas, materials, tools and techniques.</p> <p>Students research the work of surrealist collage artists such as Hannah Hoch, Max Ernst, Raoul Hausmann (and John Heartfield).</p>	<p>understand how to create a sculpture based on Antonio Gaudi's architecture.</p> <p>Students will use tools and equipment to create their own final outcome and understand how to work with clay as a sculpting media effectively.</p>	<p>understand how to create a sculpture based on Antonio Gaudi's architecture.</p> <p>Students will use tools and equipment to create their own final outcome and understand how to work with clay as a sculpting media effectively.</p>	<p>Students will create a final piece based around creating their own story using aboriginal symbols.</p> <p>Students will celebrate their work through the form of an exhibition to celebrate their art throughout the year.</p>
Key Words and definitions	<p>Portraiture – The art of taking portraits</p> <p>Colour Theory – A body of practical guidelines to colour mixing</p> <p>Picasso, self-expression, mind map, shape and tone, proportions,</p>	<p>Andy Warhol, Julian Opie, oil pastels, colour theory, media, acrylic paints, portraiture, final drawing, shape, tone, colour application</p>	<p>Surrealism- a style of art developed in the 20th century stressing the subconscious or non-rational significance of imagery collage, Hybrid creatures, mark making</p>	<p>Architecture – Planning, designing and construction of buildings, Barcelona, Spain, clay, sculpture, modelling, 3D art, texture, colour, sagarda familia, air dry clay, kiln</p>	<p>Architecture - Planning, designing and construction of buildings, Barcelona, Spain, clay, sculpture, modelling, 3D art, texture, colour, sagarda familia, air dry clay, kiln</p>	<p>Aboriginal art- made by the indigenous people of Australia</p> <p>Australia, symbols, language, communication, mark making, storytelling, mixed media,</p>
Formative assessment	<p>During practical work through self, peer and teacher assessment.</p> <p>Regular knowledge checks through class work and homework</p>	<p>During practical work through self, peer and teacher assessment.</p> <p>Regular knowledge checks through class work and homework</p>	<p>During practical work through self, peer and teacher assessment.</p> <p>Regular knowledge checks through class work and homework</p>	<p>During practical work through self, peer and teacher assessment.</p> <p>Regular knowledge checks through class work and homework</p>	<p>During practical work through self, peer and teacher assessment.</p> <p>Regular knowledge checks through class work and homework</p>	<p>During practical work through self, peer and teacher assessment.</p> <p>Regular knowledge checks through class work and homework</p>
Summative assessment	<p>Pupils will be assessed with a baseline assessment and feedback on Legacy park. Looking at local new architecture work throughout</p>	<p>Pupils will be assessed at the end of a final piece with formal written assessment.</p>	<p>Pupils will be assessed at the end of a final piece with formal written assessment.</p>	<p>Pupils will be assessed at the end of a final piece with formal written assessment.</p>	<p>Pupils will be assessed at the end of a final piece with formal written assessment.</p>	<p>Pupils will be assessed at the end of a final piece with formal written assessment.</p>
First-hand experience	<p>Who am I? looking in the mirror</p>	<p>Visit to local gallery, graves art gallery</p>	<p>Harry Potter, Percy Jackson</p>	<p>Legacy park. Looking at local and new architecture</p>	<p>Local Artist Visit</p>	<p>Australia study. Outdoor work</p>