

## Year 7 Art & Design Curriculum Summary

Term	Unit / title	Threshold concepts / core knowledge / links to previous and future learning	Formative (interim) assessment / homework	Formal assessment
1	Timeline: <b>Prehistoric, Ancient Egyptian, Ancient Greek</b>	<p><b>Threshold concepts:</b> Art should engage head, hands, heart. Art allows you to play with materials, ideas and failure. Art has its own vocabulary shaped across time and space</p> <p><b>Core knowledge:</b> How art communicates, how materials are accessed and developed over time. Classical orders of architecture and how the Greeks used columns. Drawing, using soft, hard and wet media. Using clay modelling to create form. Using mark making to apply tone.</p> <p><b>Links to future learning:</b> Formal elements of art will continue to be explored. The Time Line project will ground students' knowledge and lead into Year 8 where Modernism is taught. The content in Year 7 will allow schema to be built as we progress through KS3. Imitation to experimentation to deconstruction.</p>	<p>Homework is set every Half Term via Google Classroom. Students are to create a knowledge organiser for a topic that links to their classwork – title provided by the teacher. This task will help build schema and secure classroom learning as well as build vocabulary and design skills.</p> <p><i>A record of participation and standard of work is just inside the front cover of the sketchbook.</i></p>	<p>Student sketchbooks are the focus of each assessment. Individual work is assessed against 5 separate criteria, presentation, shape and space, tone, finesse and visual language. It is their handling of these formal elements, execution and theory that dictate their score.</p>

2	<p>Timeline: <b>African Masks, Roman, Byzantine</b></p>	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> How art communicates, how materials are accessed and developed over time. Design, presentation, relief printing, mosaic creation, painting to describe form.</p> <p><b>Links to future learning:</b> As Above</p>	As Above	As Above
3	<p>Timeline: <b>Song Dynasty, Persian Miniatures</b></p>	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> How art communicates, how materials are accessed and developed over time. Characteristics of Eastern art. Using ink to paint with pace uninhibited by fear of mistake. Creating highly controlled drawings with clear details in miniature and application of bold decorative coloured pencil.</p> <p><b>Links to future learning:</b> As Above</p>	As Above	As Above
4	<p>Timeline: <b>Renaissance</b></p>	<p><b>Threshold concepts:</b> As Above</p> <p><b>Core knowledge:</b> How art communicates, how materials are accessed and developed over time. How science and art are closely linked and how networks of artists push ideas forward. Drawing using one point perspective. Research and presentation skills taught with consideration of composition.</p>	As Above	As Above

		<b>Links to future learning:</b> As Above		
5	Timeline: <b>British Monarchy, Impressionism</b>	<b>Threshold concepts:</b> As above  <b>Core knowledge:</b> How art communicates, how materials are accessed and developed over time. How art can be used as a way to weave a new/fake/exaggerated narrative. Assess style and plot paintings in chronological order. Develop oil pastel skills where focus is on light and texture found in nature.  <b>Links to future learning:</b> As above	As Above	As Above
6	Timeline: <b>Futurism</b>	<b>Threshold concepts:</b> As above  <b>Core knowledge:</b> How art communicates, how materials are accessed and developed over time. How the industrial revolution changed art. Creating mixed media work that records movement and technological advancement – drawing, painting and composition.  <b>Links to future learning:</b> As above	As Above	As Above