

Roundwood Park School

Art



Curriculum Map

Year 7, 8, 9

Skills descriptors

Generating ideas

Making

Evaluating

Knowledge

Year 7 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 7 TERM 1	Self portrait	A base line assessment task carried out as a test	Making
	'A Walk in the woods' Texture and Mark-making project	Exploration of mark-making based on feeling objects and observing textures. Experimenting with different media Developing vocabulary for textures.	Making Knowledge
		Research presentation on 'a walk in the woods' and developing vocabulary	Generating Ideas
		Creative presentation of experiments to explore an image of a woodland	Generating Ideas Making
		Research on the work of Henry Moore's tree studies. Observation, drawing, critical analysis. Creative presentation of all this research	Generating Ideas Making Evaluating Knowledge
		Development of final A3 drawing of 'A walk in the Woods' using all their research	Making
		Critical analysis and written evaluation	Evaluating
YEAR 7 TERM 2	Understanding of and application of colour	Basic colour theory. Coloured pencil techniques	Knowledge Making
		Understanding rules of paint and control of brush. Understanding of colour mixing	Knowledge Making
		Presentation of experiments exploring pattern	Generating Ideas Making
	Application of colour to a final painting	Exploring the work of an artist (David Hockney)	Evaluating Knowledge
		Developing a painting inspired by the artist	Generating Ideas Making
		Critical analysis and written evaluation	Evaluating
YEAR 7 TERM 3	Drawing skills	A series of observational drawing tasks. Exploring techniques and materials.	Making

Year 8 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 8 TERM 1	Self Portrait	Research on portraiture using National Portrait Gallery website	Knowledge
		Observational drawings using coloured pencil and collage	Making
		HL tasks researching and practising drawing parts of the portrait	Making
		Self-portrait drawing test	Making
		Critical studies of a portrait painter	Evaluating Knowledge
		Evaluation and comparison with year 7 self portrait	Evaluating
YEAR 8 TERM 2	Lino print	Research on German Expressionism and printmaking	Knowledge
		Copy of German Expressionist print. With analysis	Making Evaluating Knowledge
		Development of own self portrait in the style of the expressionists as preparation for a lino print	Generating Ideas Making
		Development and experimentation with lino printing	Generating Ideas Making
		Evaluation of project	Evaluating
YEAR 8 TERM 3	Pop Art	Research on Pop Artists	Knowledge
		Development of self-portrait into Pop Art style	Generating Ideas Making
		Evaluation	Evaluating
	Observational drawing tasks	Seated figure, Mass produced item	Making
	End of year short tasks, when there are room changes	Zentangle Mask collage Pop art lettering	Generating Ideas Making

Year 9 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR TERM 1	Peter Blake project	Visual mind map related to 'myself' used to generate ideas for the project	Generating Ideas
		Research on Peter Blake. Looking at his 'patchwork' pieces which represent iconic images of the time	Evaluating Knowledge
		Produce 4 pieces of work in different media which represent iconic images of the students' life/time	Making
		Presentation of the 4 pieces of work in the style of Peter Blakes work followed by an evaluation	Evaluating
	Observational drawing HL related to the project	Drawing skills	Making
YEAR TERM 2	Montage in the style of David Mach and other artists representing an aspect of the students' life/interests	Title page including a proposal of ideas	Generating Ideas
		Critical studies of work by one of the montage artists	Evaluating Knowledge
		Development of a personal montage, taking into consideration composition, scale, message, montage skills	Generating Ideas Making
		Evaluation of the project	Evaluating
	Observational drawing	Drawing exam based on personal object	Making
YEAR TERM 3	Lichtenstein inspired piece	Research on Lichtenstein and a copy of his work	Knowledge Making
		Development of a section of the montage into work in the style of Lichtenstein	Generating Ideas Making
	Short Graffiti project	Research and copy of Banksy and other graffiti artists	Knowledge
		Generate own design for stencil and spray paint. Cut stencil. Learn spray techniques	Making

YEAR 9

YEAR 8

YEAR 7

		<p>MASTERING + Generating Ideas: Students are capable of gathering information, generating ideas and presenting their work in a manner beyond expectations of a year 9 student.</p>
	<p>MASTERING + Generating Ideas: Students are capable of gathering information, generating ideas and presenting their work in a manner beyond expectations of a year 8 student.</p>	<p>MASTERING Generating Ideas: Resources are varied and good quality, both 1st and 2nd hand. Effort has been made to reflect a true interest and independence. Ideas are pursued purposefully leading to imaginative, meaningful responses. Within the project, creative risks are taken leading to more exciting work.</p>
<p>MASTERING + Generating Ideas: Students are capable of gathering information, generating ideas and presenting their work in a manner beyond expectations of a year 7 student.</p>	<p>MASTERING Generating Ideas: As well as the previous methods of research, the student has made the effort to source 1st hand material to generate ideas, e.g. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.</p>	<p>SECURING Generating Ideas: As well as the previous methods of research, the student has made the effort to source 1st hand material to generate ideas, e.g. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.</p>
<p>MASTERING Generating Ideas: The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.</p>	<p>SECURING Generating Ideas: The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.</p>	<p>DEVELOPING Generating Ideas: The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.</p>
<p>SECURING Generating Ideas: Students gather information from a variety of sources, 1st and 2nd hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation</p>	<p>DEVELOPING Generating Ideas: Students gather information from a variety of sources, 1st and 2nd hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation</p>	<p>ACQUIRING Generating Ideas: Students gather information from a variety of sources, 1st and 2nd hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation</p>
<p>DEVELOPING Generating Ideas: Students can gather 1st and 2nd hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.</p>	<p>ACQUIRING Generating Ideas: Students can gather 1st and 2nd hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.</p>	
<p>ACQUIRING Generating Ideas: Students can collect visual information to support a project. The process of presenting a project and generating ideas is evident but dependent on a given structure.</p>		

YEAR 9

YEAR 8

YEAR 7

		<p>MASTERING + Making: Students’ technical skill when making art is beyond expectations of a year 9 student</p>
	<p>MASTERING + Making: Students’ technical skill when making art is beyond expectations of a year 8 student</p>	<p>MASTERING Making: Students show confidence and refinement with any media they select. When using new techniques, they approach it with enthusiasm and can employ skills developed from other processes. They are dextrous and learn quickly. The elements of art are used independently and confidently along with control and refinement. This leads to personal, creative and purposeful outcomes.</p>
<p>MASTERING + Making: Students’ technical skill when making art is beyond expectations of a year 7 student</p>	<p>MASTERING Making: Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone....)</p>	<p>SECURING Making: Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone....)</p>
<p>MASTERING Making: Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.</p>	<p>SECURING Making: Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.</p>	<p>DEVELOPING Making: Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.</p>
<p>SECURING Making: Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.</p>	<p>DEVELOPING Making: Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.</p>	<p>ACQUIRING Making: Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.</p>
<p>DEVELOPING Making: Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, colour, and texture improves their ability to record observations and ideas, showing more accuracy.</p>	<p>ACQUIRING Making: Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, colour, and texture improves their ability to record observations and ideas, showing more accuracy.</p>	
<p>ACQUIRING Making: Given a range of media they can select with some independence. Recording of ideas and observations through visual work is simple and shows some accuracy.</p>		

YEAR 9

<p style="text-align: center;">YEAR 7</p>	<p>YEAR 8</p> <p>MASTERING +</p> <p>Students' ability to evaluate their own and other artist's work and their use of art vocabulary is beyond that expected of a year 8 student.</p>	<p>MASTERING +</p> <p>Students' ability to evaluate their own and other artist's work and their use of art vocabulary is beyond that expected of a year 9 student.</p>
	<p>MASTERING +</p> <p>Students' ability to evaluate their own and other artist's work and their use of art vocabulary is beyond that expected of a year 8 student.</p>	<p>MASTERING</p> <p>Evaluating: Judgements and evaluations of work take account of a range of aspects e.g. purpose, audience, technique, skill and connections with other artists. Judgements are honest, balanced and discuss further developments of the project or ideas. Students are willing to extend their experience by looking at and commenting on more challenging types of art and still make informed comments. Evaluations/analysis shows insight and perception. Connections are made to things outside the subject. They might question other people's judgements or opinions with reasoned explanations. They question opinion. Vocabulary is clearly integrated as part of normal language.</p>
<p>MASTERING +</p> <p>Students' ability to evaluate their own and other artist's work and their use of art vocabulary is beyond that expected of a year 7 student.</p>	<p>MASTERING</p> <p>Evaluating: Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.</p>	<p>SECURING</p> <p>Evaluating: Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.</p>
<p>MASTERING</p> <p>Evaluating: Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations</p>	<p>SECURING</p> <p>Evaluating: Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations</p>	<p>DEVELOPING</p> <p>Evaluating: Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations</p>
<p>SECURING</p> <p>Evaluating: Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.</p>	<p>DEVELOPING</p> <p>Evaluating: Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.</p>	<p>ACQUIRING</p> <p>Evaluating: Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.</p>
<p>DEVELOPING</p> <p>Evaluating: Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.</p>	<p>ACQUIRING</p> <p>Evaluating: Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.</p>	
<p>ACQUIRING</p> <p>Evaluating: Student can state what they like and dislike with some explanations. Responses to the work of others' focuses on found facts and description. A limited art vocabulary is used in the descriptions</p>		

YEAR 9

		YEAR 8		MASTERING + Students have a knowledge of materials, processes, theories and artists beyond that expected of yr9	
YEAR 7		MASTERING + Students have a knowledge of materials, processes, theories and artists beyond that expected of yr8		MASTERING Build up a knowledge of a range of Art, Craft and Design history through a range of periods including ancient and contemporary. Successful outcomes are controlled/governed by a knowledge of the characteristic of media and techniques. Know how to use theories of art to create specific desired outcomes which convey mood, and effect.	
MASTERING + Student have a knowledge of materials, processes, theories and artists beyond that expected of yr7		MASTERING Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.		SECURING Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.	
MASTERING Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.		SECURING Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.		DEVELOPING Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	
SECURING Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.		DEVELOPING Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.		ACQUIRING Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.	
DEVELOPING Know how to look up artists' work and use it to inform their own work. Exploit the media and its appearance to convey/express intentions. Know how to use the elements of art to improve intentions and outcomes.		ACQUIRING Know how to look up artists' work and use it to inform their own work. Exploit the media and its appearance to convey/express intentions. Know how to use the elements of art to improve intentions and outcomes.			
ACQUIRING Know how to research artists, recognise the different art forms. Know that certain tools can be used to exploit characteristics and which tools are best for a particular need. Knowledge of the meaning of the basic elements and their effects.					