

Levenshulme High School – Curriculum Map – Y7 Dream Day Art

		Term 1		Term 2		Term 3	
No. of Weeks							
Year 7	Topic Title and NC link	Me & My School	Me & Myself	Me & My City	Me & My Country	Me & My World	Me & My Future
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<p>How to trace an image. How to identify tonal qualities of a pencil. How to apply tonal qualities to a drawing. Colour theory. The Colour Wheel layout. How to mix a variety of tonal values with colour. The Science behind colour theory</p>	<p>How to develop continuous line drawing skills. The rules of portraiture. That using the Grid Method produces an accurate drawing. Why an underlayer of green paint produces a more realistic portrait. How to produce a Monoprint</p>	<p>About the work of LS Lowry and the use of symbolism and perspective in his work. How perspective is used to give depth and a sense of distance to Art work. What the Vanishing Point and Horizon Line are.</p>	<p>What being “British” means. What the definition of an “Icon” is. What a collage is. Colour Symbolism and the similarities and differences within other cultures</p>	<p>How World Issues can be expressed through Art work. How artists express their own personal opinions through their Art work.</p>	<p>The importance of “saving for the future”. Where the term “Piggy Bank” originates from How to mix a range of colours with acrylic paint Apply paint accurately</p>
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Produce a tonal ladder. Accurately use a lightbox to trace an image. Add accurate tonal qualities to make an image look realistic. Add tonal qualities with colour to link to the work of specific artists.</p>	<p>Produce a small self-portrait sample, using a continuous line. Produce an accurate self-portrait using the Grid Method. Add tonal qualities to produce an accurate drawing. Add tonal qualities to a Monoprint using a variety of Mark-</p>	<p>Reproduce the Art work of LS Lowry Produce a written critique of the work of LS Lowry Produce a simple perspective drawing. Produce a Cityscape using perspective. Understand the Etymology and relevance of specific Keywords</p>	<p>Identify a large number of “British” Icons. Produce a Mind Map that demonstrates in-depth knowledge and understanding of “British Icons” Produce personal research into “British Icons” Produce a collage By accurately cutting out</p>	<p>Research into World Issues and identify something that is personally meaningful. Reproduce the Art work. Produce a written piece that demonstrates knowledge and understanding of how Art can be used to express opinions on World Issues.</p>	<p>Produce designs for a personal “Savings Box” Manipulate clay in order to produce a hollow egg shape. Understand the use of “slip” Add details etc. Include a slot in the shape. Paint their Savings Box with acrylic paint Understand the Etymology and</p>

			<p>making techniques. Understand the Etymology and relevance of specific Keywords That certain Rules have to followed in order to produce accurate and realistic drawings and paintings.</p>		<p>shapes and images. Produce a detailed response to questions about colour symbolism and meanings within different cultures Understand the Etymology and relevance of specific Keywords.</p>	<p>Understand the Etymology and relevance of specific Keywords.</p>	<p>relevance of specific Keywords.</p>
<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>To allow students to become accustomed to their new learning environment. To introduce students to drawing and painting skills which may have not been a KS2 priority. To introduce students to concept that “drawing” is the basis of all Art (no matter what the media may be).</p>	<p>To allow students to become more self-aware and less self-conscious about their facial appearances. Further development of drawing and painting skills.</p>	<p>Further development of drawing skills. Connects to Maths through measurement, 3Dimensional forms and perspective. To develop links between subjects. How to verbalise the definition of perspective. That all points must go to the Vanishing Point. That the Vanishing Point is on the Horizon Line.</p>	<p>To continue the DD concept of “moving further out” (from Myself to My City, My Country etc.) How to discuss the differences between Icons and Celebrities and the relevance they have in our lives today. How to discuss how someone or something becomes an Icon. How to use scissors correctly and accurately.</p>	<p>How to explain and discuss the ways that Art can influence, offend, heighten awareness, make people question their opinions, change the way in which people perceive things and make them reconsider their assumptions, which will be addressed and developed further in Y8 – Y11.</p>	<p>To develop finer motor skills To provide students with the opportunities to that the media needs to go through certain processes. That finished pieces need to be hollow in order to prevent exploding when being fired in the kiln.</p>	