

Year 7 – Art – Knowledge Map

Year 7 Knowledge Concepts:

1. A range of techniques to record observations as a basis for exploring ideas.
2. A range of techniques and media, including painting.
3. Increased proficiency in the handling of different materials.
4. Analyse and evaluate of artwork, in order to strengthen the visual impact or application of work.
5. Knowledge of an aspect of history of art.

Autumn 1 (Yr7)	Topic(s): Foundation	Key Concepts Explored:		
		<ol style="list-style-type: none"> 1. A range of techniques to record observations as a basis for exploring ideas. 3. Increased proficiency in the handling of different materials. 		
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic) <ul style="list-style-type: none"> • Show prior learning Demonstrate knowledge of shape, proportion, line and control with a pencil through drawing a symmetrical object. • What the formal elements are and how they are used to create artwork. The effect on artwork when they are not used accurately. • How different artists convey or focus on particular formal elements. Line – Frank Stella, Giacometti drawings, Durer. Shape – Mondrian, Steichen, Matisse cut outs. Tone – Seurat drawings, Joseph Wright of Derby – chiaroscuro, Gris. Colour – Derain, Monet, Kandinsky. Texture – Van Gogh, Chuck Close (finger painting), John Piper. • How to draw from observation. Notice the height, width, depth, where the shape changes. Question whether it is symmetrical or asymmetrical. Is it tall, thin, wide, curvy, angular etc? What scale will the drawing be and where will it be placed on the paper? • Use of construction lines to build shapes. For example – line of symmetry, base, width and height line markers. Lines indicating where shapes change. • How to measure proportion. Measurement of a small section (base measurement) to find out the height, width or depth of an object. How drawings can be scaled up or down by adjusting the size of the base measurement. • How to draw a symmetrical object by drawing one half of the shape, measuring the drawn half and transferring that measurement across to gauge the size the other side needs to be. • Quality of the drawn line. The difference between a sketched and final line and how to neaten or lighten less controlled lines. • How light acts and describes the world around us. In art, the lightness and darkness is created through a range of tones. Artists use a range of tones to convert shapes on a flat surface into the appearance of three-dimensional forms. 		Remembered Knowledge (knowledge that must be retained and remembered over time) <p>Formal Elements are the parts used to make a piece of artwork. Accurate use of the formal elements is essential to creating successful artwork. There are specific rules and methods for using them. Retain knowledge of how the artists shown used the formal elements in their artwork. How to control a pencil. How to measure proportion. Human-made shapes have the geometric shape origins of a cube, cylinder and sphere. How to construct shape. How to construct symmetrical shapes. How light acts and describes objects to determine where tones should be applied. Identify the type and range of tones that need to be used and how to apply them. The examples of artists' work and how they link to the formal elements.</p>	Ref.

- Introduction to a tone bar. How to create ten tones from white gradually getting darker through to black using pencil. How to hold a pencil to achieve the lighter tones. How to control pencil shading to achieve a smooth surface.

Big Questions

What skills do we need to create accurate drawings in different media?

What drawing skills do you already have?

What are the formal elements?

How do you draw accurate shape and measure proportion?

How do you create light controlled lines when drawing shapes?

What are tones?

What is a tone bar?

How do you shade in flat shapes to create a form/make them look three-dimensional?

How do you control the medium when shading in shapes?

How does light effect different shapes?

Key Vocabulary (that must be explicitly taught to help students to *understand*)

Formal elements – shape, proportion, tone, form, colour, line, (composition, texture, pattern).

Construction line.

Diameter.

Symmetry.

Asymmetry.

Width/Height/Depth.

Scale.

Medium/media.

Sketched line.

Geometric shapes.

Biomorphic shapes.

Three-dimensional.

Tone bar.

Light/mid/dark tone.

Shading.

Blending.

Direction of light.

Cube/cuboid.

Cylinder/cylindrical.

Sphere/spherical.

Year 8 – ART – Knowledge Map

Year 8 Knowledge Concepts:

1. A range of techniques to record observations as a basis for exploring ideas.
2. A range of techniques and media, including painting.
3. Increased proficiency in the handling of different materials.
4. Analyse and evaluate of artwork, in order to strengthen the visual impact or application of work.
5. Knowledge of an aspect of history of art.

Autumn 2 (Yr8)	Topic(s): Art in Another Culture. India.	Key Concepts Explored:	
		<ol style="list-style-type: none"> 3. Increased proficiency in the handling of different materials. 4. Analyse and evaluate of artwork, in order to strengthen the visual impact or application of work. 5. Knowledge of an aspect of history of art. 	
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic) <ul style="list-style-type: none"> • RETRIEVAL. What the formal elements are and how they are used to create artwork. The effect on artwork when they are not used accurately. • RETRIEVAL. Formal element - pattern. Different types of pattern and how to create them. • RETRIEVAL. How to draw from a source. Notice the height, width, where the shape changes. Question whether it is symmetrical or asymmetrical. Is it tall, thin, wide, curvy, angular etc? What scale will the drawing be and where will it be placed on the paper? • Explain how drawing from a source relates to exploring the work of Prasun Balasubramaniam and Iddi Mnyamili and pattern used in Mandalas from India and Nepal. • RETRIEVAL. Use of construction lines to build shapes. For example – line of symmetry, base, width and height line markers. Lines indicating where shapes change. 	Remembered Knowledge Formal Elements are the parts used to make a piece of artwork. Accurate use of the formal elements. How to measure proportion. How to construct shape. How to construct symmetrical shapes. How to construct a pattern. How pattern, symbols and colour are used in Art in another culture.	Ref.
	Big Questions What are patterns and symbols and how are they constructed? What are mandalas, where did they originate and what are they used for? How do you construct a mandala? What are the key characteristics of the mandalas created by Prasun Balasubramaniam and Iddi Mnyamili? How can Prasun Balasubramaniam and Iddi Mnyamili inspire us to create our own mandalas? How is colour used to represent a meaning in mandalas?		
Key Vocabulary (that must be explicitly taught to help students to <i>understand</i>) Pattern. Mandala. Circular. Symmetrical. Repeat.			

Year 9 – Art – Knowledge Map

Year 9 Knowledge Concepts:

1. A range of techniques to record observations as a basis for exploring ideas.
2. A range of techniques and media, including painting.
3. Increased proficiency in the handling of different materials.
4. Analyse and evaluate of artwork, in order to strengthen the visual impact or application of work.
5. Knowledge of an aspect of history of art.

Autumn 2 (Yr9)	Topic(s): Food. Rotation 10 weeks.	Key Concepts Explored:	
		<ol style="list-style-type: none"> 1. A range of techniques to record observations as a basis for exploring ideas. 2. A range of techniques and media, including painting. 3. Increased proficiency in the handling of different materials. 4. Analyse and evaluate of artwork, in order to strengthen the visual impact or application of work. 5. Knowledge of an aspect of history of art. 	
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic) <ul style="list-style-type: none"> • Pen drawing. Tones, purpose, tone bar created in year 8 with pen. Control of medium and purpose of a hatching/cross-hatching technique. How to create successful images with pen. How to create light, medium and dark tones. • Observe and record a composition in pen using knowledge gained from previous experience. • How to use a pen wash technique. Control of pen and brush work. Exploring wash techniques for a background effect and for applying tone as well as hatching/cross-hatching. • Awareness of an artist that works with pen. • Further experience the use of pen and the hatching/cross-hatching technique. • Revisit - How to make a view finder. How to select an appropriate view to record. Choice of section from food packaging design that is interesting and detailed. • Oil pastel (condensed oil paint), its qualities and application. • Use of a light colour to sketch out a composition, changing the colour to correct mistakes in the drawing. Layering of the colours to build up tones. Avoid colouring in thickly and trying to apply a second colour to change the tone. Finished images show thick, rich medium that is blended with smooth solid edges. Build the thickness, no smudging or paper showing through. Can be used with a thinner and brush to create a painted effect. • RETRIEVAL. Analysing colour. Explore and make decisions about what type of, for example, red has been used, how it has been changed to create a lighter or darker tone. What colours have been used to achieve this. Gathering a palette of colours to achieve this. 	Remembered Knowledge (knowledge that must be retained and remembered over time) <ul style="list-style-type: none"> How to draw with pen. How to use hatching and cross-hatching to create tones with a pen. How to use pen and wash. What pointillism is. How to paint using a pointillist method. Use art specific vocabulary. How to use oil pastels effectively. The key characteristics of an artist's work and how they can inspire new ideas. How to analyse an image. 	Ref.

- Applying this knowledge to the section chosen from a piece of food packaging. Selecting oil pastel colours (colour palette) to create the colours and tones needed to record accurately.
- Controlled correct use of oil pastel to create a final outcome.
- Evaluation of the final outcome.
- **RETRIEVAL.** How to make balanced judgements and share opinions when evaluating their own and other' work. Key areas to consider and exemplars showing differing degrees of success. Use of vocabulary suitable for evaluation exercises and modelled by staff. Decision making to determine areas for improvement in future work and celebration of successes. Completion of the progress sheet/set personal targets.

Big Questions

How can the work of other artists help us develop our skills and understanding in Art?

How do you use pen and wash?

What effects can be created with pen and wash?

How can we use an artist's method to create a pen/wash drawing?

How do you use oil pastels?

How can we use Graham's approach to using colour in our oil pastel image?

How do I analyse my own and others' work?

Key Vocabulary (that must be explicitly taught to help students to *understand*)

Layering.

Blending.

Colour palette.

Objective/subjective analysis.

Evaluation.

Refine/Modify.

Year 10 – Art – Knowledge Map

Year 10 Knowledge Concepts:

Develop – Ideas developed with reference to sources.

Refine – Refinement with relevant selection of media, techniques and processes.

Record – Ideas, observations and insights recorded with links to outcomes.

Present – Personal response to realise intentions. Visual language and use of the formal elements.

Spring 2 (Yr10)	Topic(s): Unit 3. Print-Making. Celebrations.		Key Concepts Explored: Record – Ideas, observations and insights recorded with links to outcomes. Develop – Ideas developed with reference to sources. Refine – Refinement with relevant selection of media, techniques and processes. Present – Personal response to realise intentions. Visual language and use of the formal elements.	
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic) <ul style="list-style-type: none"> • What print-making is and the different processes and equipment. • Types of different print-making and how it has been used through time and in different cultures. • How to convert an idea composition into a print. That is, adjust scale, add or remove detail, reduce to a section or plan a repeat. • Explore colour palette appropriate to the celebration chosen. How the colours relate on the planned print. Limited colour appropriately placed for balance and effect. • Step by step process from making a stencil/drawing on a block/preparing a plate or surface, registering, to applying medium and colour, to applying final detail. 		Remembered Knowledge (knowledge that must be retained and remembered over time) Awareness of celebrations in cultures, their symbols and related colours. How to design a colour palette. How to create a balanced composition. How to convert an image to be suitable for print-making. How to make a print.	
	Big Questions What skills, techniques and processes do we need to create images of our culture through printmaking? What is culture? What celebration exist in our culture and around the world? What symbol and artefacts exist in the celebration you have chosen? What makes a good composition? What colours are associated with the celebration chosen? How do you translate a drawing into a print? What is a stencil and how is it used to create a print? What is a colour separation? Why is registering the stencil important?		Ref.	
	Key Vocabulary (that must be explicitly taught to help students to understand) Culture/Celebration/Symbol.			

Artefact.
Stencil.
Colour separation/Register.

Year 11 – Art – Knowledge Map

Year 11 Knowledge Concepts:

Develop – Ideas developed with reference to sources.

Refine – Refinement with relevant selection of media, techniques and processes.

Record – Ideas, observations and insights recorded with links to outcomes.

Present – Personal response to realise intentions. Visual language and use of the formal elements.

Autumn 2 (Yr11)	Topic(s): Portfolio.		Key Concepts Explored:		
			Refine – Refinement with relevant selection of media, techniques and processes.		
			Present – Personal response to realise intentions. Visual language and use of the formal elements.		
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic) <ul style="list-style-type: none"> • What is a developed idea and what is its purpose. What standard of work is required. • How initial ideas can be developed to create developed ideas. • How media and techniques support the development of ideas. • What a support artist is. How to identify key characteristics that are appropriate to the enhancement of own work. This could be through – use of media/techniques, visual language, use of colour, conveying meaning, composition, interpretation of the theme that relates to what the student is interested in. • Recap on objective and subjective analysis. How to interpret images by the support artist and make links to the development of own artwork. • How to select from developed ideas to create a final outcome. Should be based on sophistication of the composition, depth of meaning related to the theme, skilful use of media and technique. • How to select and present work that demonstrates understanding and skill in all four assessment objectives. This work is submitted for marking and moderation. 		Remembered Knowledge (knowledge that must be retained and remembered over time) <ul style="list-style-type: none"> What a developed idea is. How to create a developed idea. How to control media. How to control techniques. What a support artist is. How to identify key characteristics of an artist’s work. How to annotate images. What subjective and objective analysis is. Analyse images subjectively and objectively. How to develop/improve work by applying a key characteristic. Use art words and terms appropriately. How to present artwork. 		Ref.
	Big Questions What evidence is needed to complete a successful coursework portfolio? How do I achieve a good standard in Assessment Objectives 1, 2, 3 and 4 at GCSE? What is a developed idea as related to the portfolio? What media and techniques are suitable in the creation of developed ideas? What is a support artist? What are key characteristics of an artist’s work? How do I use my research about an artist’s work to develop and enhance my own work? What is subjective and objective analysis?				

How do I select and further develop an idea into an outcome?
What scale, medium and technique is suitable for a successful outcome?

Key Vocabulary (that must be explicitly taught to help students to *understand*)

Visual language.

Scale.

Medium.

Technique/process.

Key characteristics.

Subjective/objective analysis.

Annotation.

Interpretation.

Presentation.