

# Curriculum Map Year 7 (2025-2026) ART

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous links in the curriculum	Progress to future links in the curriculum
<b>Letters and Graffiti Art</b>	<i>Autumn 1 HT1</i>	Students study mark making techniques and using overlapping numbers, letters or abstract shapes as a compositional device, they create pieces that explore a wide range of patterns, marks and textural effects. The numbers/letters could be of personal significance, for example their birthdate, their name or a shortened version of their name. They connect this to the work of Graffiti artists such as Scape Martinez, Jasper Johns and Banksy.	The building blocks of Art which have been initiated in Yr. 6 are revisited and built upon, so that all students become secure in their knowledge and confident in their personal expression of creative ideas.	Students will acquire a visual vocabulary, which will enable them to work with confidence and push the boundaries of their initial knowledge.
<b>Expressive Words</b>	<i>Autumn 2 HT2 and 3</i>	Students use fonts and graphic letter design as they create their own piece inspired by words and letters. This design could be further developed into a subway train with a Graffiti art tag, this could be three dimensional or printed. Onomatopoeic words can then be analysed, and students could create their own designed "superhero" word. Pop Art is referenced as well as comic illustrators. Students continue to explore marks, tone and colour theory in this piece. Alternatively, students could study illuminated manuscripts and create their own designed initial	<i>As students become more familiar with the various elements of the subject, they are encouraged to experiment and make more personal decisions. They are now made aware of the importance of background research with which to "feed" their classroom activities.</i>	<i>In that students are using a variety of visual imagery, with obvious connections to other academic subjects, they understand the breadth of Art as a subject and how it can supplement and develop strong cross curricular links.</i>
<b>Portraiture</b>	<i>Spring HT 4 and 5</i>	Students look at <b>portraiture and self-portraiture</b> . Technical drawing work such as tonal variations are undertaken, and facial proportion/ drawing features are analysed. This includes differentiation and scaffolding of tasks to enable students to further develop their drawing skills. Particular attention is paid to the <b>anatomical structure of the face, tone and proportion</b> . Students make drawings of individual facial features as well as whole portraits in their sketch books	Mastering the Art of Portraiture, requires the development of a reflective approach and an engagement with the subject which influences their wider education.	
<b>Portrait in the style of an artist</b>	<i>Summer HT6</i>	They study drawings and caricatures by artists such as David Hockney, Pablo Picasso, Vincent Van Gogh, Gustav Klimt, Alphonse Mucha or Amy Sberald. They then create their own version of a <b>portrait or self-portrait in the style of the selected artist. A mix of materials such as pencil, paint, oil pastel or collage may be used</b> , whichever the teacher feels are most appropriate for the selected artist. It is hoped that students will be able to access the art rooms and use paint at this point.	<i>Researching a spectrum of Artists offered for inspiration makes connections with language, history, religion and politics.</i>	<i>Students begin to better understand the purpose of Art in terms of personal reflection and expression of ideas, which have influenced society over the centuries.</i>

