

Year 7 Curriculum Overview [2025-2026]

Art - Food

Term	Knowledge & Understanding		Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Formal Retrieval [if any]			
Autumn Term HT1	<p><u>Key Skills - Illustration / Mark Making</u></p> <p>'Still Life' in the style of Rembrandt (1606-1669) using pencil and pencil crayons.</p> <p><u>Each composite - 20% x 4 = 80% (20%) – Summative Assessment</u></p>	<p>Do now retrievals on factual information.</p> <p>Knowledge developed of 'Still Life' art elements surrounding the artist Rembrandt.</p> <p>Tonal theory both grayscale and colour, through activities and observations.</p>	<p>Structured writing when performing written elements.</p> <p>Key vocabulary linking to activities.</p> <p>Including art terminology and applying them into written elements of lessons.</p>	<p>Participate in discussions relating to the theme and the work of artists, designers and craftspeople.</p> <p>Learning about the work of practising artists.</p> <p>Independant practise / resilience.</p>	<p>Written and verbal feedback surrounding work that links to the success criteria.</p> <p>One to one verbal feedback on how to improve work to achieve better marks.</p> <p>Assessment on each composite and a final outcome for the project.</p>
Autumn Term HT2		<p>Proportion and scale, through activities and observations.</p> <p>Lighting and shadows within artwork, through activities and observations.</p> <p>Producing a final piece inspired by Rembrandt, using coloured pencils.</p>	<p>Discussions surrounding artwork and techniques involved.</p> <p>Peer and self reflections.</p>		
Catholicity Across Art HT1/2	<p>Curriculum Despite the theme of the year focusing on 'Food' the artist Rembrandt had a deep interest in Religion and would often depict stories or paint scenes from the bible. As a way of including this into the Art curriculum. Students reflect and analyse the content of his work, creating and expressing their own opinion about the work before them. In a format that's been implemented using the POWER strategy.</p>				

<p>Spring Term HT3</p>	<p><u>Key Skills - Print / Layers</u></p> <p>Art Research Page - 'Still Life' (focusing on food) in the style of Roy Lichtenstein (1923-1977)</p>	<p>Do now retrievals on factual information.</p> <p>Knowledge developed of 'Still Life' art elements surrounding the artist Roy Lichtenstein.</p>	<p>Structured writing when performing written elements.</p> <p>Key vocabulary linking to activities.</p>	<p>Participate in discussions relating to the theme and the work of artists, designers and craftspeople.</p> <p>Learning about the work of practising artists.</p>	<p>Written and verbal feedback surrounding work that links to the success criteria.</p> <p>One to one verbal feedback on how to improve work to achieve better marks.</p>
<p>Spring Term HT4</p>	<p><u>Each composite - 20% x4 = 80% (20%) – Summative Assessment</u></p>	<p>Develop knowledge surrounding the different processes included with Pop Art.</p> <p>Layering colour, through activities and observations.</p> <p>Applying colour theory to Study Pieces, through activities and observations.</p> <p>Presenting an Art Research page with artwork inspired by artist Roy Lichtenstein. Including other elements that make up a successful research page.</p>	<p>Including art terminology and applying them into written elements of lessons.</p> <p>Discussions surrounding artwork and techniques involved.</p> <p>Peer and self -reflections.</p>	<p>Independant practise / resilience.</p>	<p>Assessment on each composite and a final outcome for the project.</p>
<p>Catholicity Across Art HT3/4</p>	<p>Roy Lichtenstein:</p> <p>- Lichtenstein, another leading Pop artist, used the language of comic strips and mass media, often drawing on religious iconography in his works. For example, his series "Blam!" and "Drowning Girl!" includes dramatic and emotional imagery that can evoke religious or mythological themes, blending them with the commercial and the secular.</p> <p><i>Students will reflect on the artwork created by Roy Lichtenstein and more religious / mythological. Establishing connections between the two different styles and the differences. Linking mass-produced commercial items and the effect they have in the world and does everyone in the world have the same opportunities for these mass-produced items. Awareness of our Environmental Responsibility.</i></p> <p>- Though less directly Catholic, Lichtenstein's use of mass-produced imagery and references to dramatic, high-emotion themes (which in Catholic art are often seen in depictions of suffering or redemption) can be seen as a subtle nod to religious iconography.</p> <p><i>Analysing artwork and the emotions from the subjects within the artwork, linking it towards Human Dignity, empathy & compassion</i></p>				

<p>Summer Term HT 5</p>	<p><u>Key Skills - 3D / Sculpture</u></p> <p>'Food/ Desserts' in the style of Wayne Theibaud (1920-2021) Sponge / Plaster and Paint.</p> <p><u>Each composite – 20% x 4 =80% (20%) – Summative Assessment</u></p>	<p>Do now retrievals on factual information.</p> <p>Knowledge developed of 'Food / Desserts' art elements surrounding the artist Wayne Theibaud.</p> <p>Applying colour theory to sculpture, through activities and observations.</p>	<p>Structured writing when performing written elements.</p> <p>Key vocabulary linking to activities.</p> <p>Including art terminology and applying them into written elements of lessons.</p>	<p>Participate in discussions relating to the theme and the work of artists, designers and craftspeople.</p> <p>Learning about the work of practising artists.</p> <p>Independant practise / resilience.</p>	<p>Written and verbal feedback surrounding work that links to the success criteria.</p> <p>One to one verbal feedback on how to improve work to achieve better marks.</p> <p>Assessment on each composite and a final outcome for the project.</p>
<p>Summer Term HT6</p>		<p>Proportion and scale when sculpting, through activities and observations.</p> <p>Textures within artwork, through activities and observations.</p> <p>Producing a final piece inspired by Wayne Theibaud.</p>	<p>Discussions surrounding artwork and techniques involved.</p> <p>Peer and self reflections.</p>		
<p>Catholicity Across Art HT5/6</p>	<p>Catholicism and Mass Media: Pop Art's exploration of mass production, consumerism, and the cult of celebrity mirrors certain aspects of Catholicism's emphasis on ritual, repetition, and veneration of saints. Pop Art often elevates every day, mass-produced objects to the level of high art, in a way that parallels the veneration of religious icons in Catholicism.</p> <p>The Sacred and the Secular: Pop Art often explores the juxtaposition between the sacred and the secular, and this is sometimes influenced by Catholic themes of redemption, sin, and salvation. The use of bright colours, repetition, and the consumeristic nature of Pop Art can be contrasted with Catholic traditions that emphasize ritual, iconography, and devotion. This tension often leads to works that ask profound questions about the nature of faith in a modern, commercialized world.</p> <p><i>Linking the movement of Pop-Art and the impact it had on the world to Catholic Artist movements that link towards repetitive items / iconography. As well as the impact of mass-produced consumer items and the effect it has in world with making students aware of our Environmental Responsibility.</i></p>				