

**Curriculum Map-** Below is a curriculum map, showing what is taught at each stage of the year.

	Unit 1	Unit 2	Unit 3
Year 7	<p><i>FORMAL ELEMENTS</i> - An introduction to drawing skills such as tone, line, texture and mark making.</p> <p>Year 7 will be introduced to foundation drawing skills within this project and how to build up mark making techniques using a range of media. They will be introduced to good sketchbook habits and how to explore different techniques in drawing and mark making. Formal elements will be introduced and students will begin to apply these. Students will be introduced to the colour wheel and the difference between primary, secondary, tertiary, complementary before moving on to an outcome using their knowledge of colour.</p> <p>JJN</p>	<p><i>INSECTS</i> - Introduction to colour theory &amp; mixing. Exploring our natural landscape.</p> <p>In the insects project, students will be introduced to colour theory in wet material and how to research artists who use mark-making in colour. This builds upon prior knowledge of colour theory and mark-making in the Formal Elements project. Students will be introduced to researching the work of artists such as Kelly Stanford and how her illustrations are built up with colour and mark-making. This introduces students to accurate colour mixing and handling of wet media.</p> <p>JJN</p>	<p><i>INSECTS</i> - Further exploration of insects and how we can portray colour, texture and line through various media.</p> <p>Students will continue to build skills in dry materials through drawing.</p> <p>Students will be able to explore mark-making and how to build up experimental pieces leading towards a final outcome.</p> <p>JJN</p>

<p><b>How will students be assessed ?</b></p>	<p><b>Formative Assessment:</b> Throughout the topic forward tasks will be provided in order for students to improve a certain area and a pride mark will indicate how successfully they have met the task requirements.</p> <p><b>KIP Quiz:</b> A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p><b>Formative Assessment:</b> Throughout the topic forward tasks will be provided in order for students to improve a certain area and a pride mark will indicate how successfully they have met the task requirements.</p> <p><b>KIP Quiz:</b> A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p><b>Formative Assessment:</b> Throughout the topic forward tasks will be provided in order for students to improve a certain area and a pride mark will indicate how successfully they have met the task requirements.</p> <p><b>KIP Quiz:</b> A quiz that tests the students on the knowledge they learn for weekly homework.</p>
<p><b>Year 8</b></p>	<p><i>STILL LIFE</i> - Developing drawing skills using all of the formal elements learnt in year 7, but also understanding of other artists' work.</p> <p>This project builds upon the drawing skills of year 7 but with a focus on drawing from life. The project aims to explore a range of mixed media materials with the introduction of how to make artist research pages and final outcomes. Students will study artists who have explored still life and use this inspiration to develop their own pieces and ideas.</p> <p>JJN</p>	<p><i>ARCHITECTURE</i> - Concepts in European art and our man-made architectural environment. Developing confidence in new techniques such as perspective drawing.</p> <p>This project introduces students to technical drawing skills such as two - point perspective. Students will learn how to draw an accurate townscape applying their understanding of 3D, tonal shading and accuracy.</p> <p>Students will also begin to delve into the history of architecture and learn key terms and techniques from certain eras.</p> <p>JJN</p>	<p><i>ARCHITECTURE</i> - Developing confidence in new techniques such as monoprinting and mixed media.</p> <p>This project introduces students to monoprinting and mixed media. Students will learn how to draw an accurate townscape applying their understanding of 3D, with a build up towards working in layers and textures to further develop their knowledge and understanding of different media and techniques. They will know the concept of Urban art and how it is used in contemporary art.</p> <p>JJN</p>

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<p><b>Year 9</b></p>	<p><b>KEY SKILLS</b> - Refresh and strengthen knowledge of the formal elements through observational drawing.</p> <p>This unit introduces students to skills required for moving towards GCSE should they choose to opt for it as a subject. The unit revisits areas from year 7 and 8 to refresh and strengthen key areas such as observation skills, tonal shading, mark-making, and annotation.</p> <p>JJN</p>	<p><b>SKILLS BASED PROJECT</b> -PORTRAITS. working in different mediums and exploring techniques; researching and responding to artists.</p> <p>This unit allows students to develop and master skills required for GCSE should they choose to opt for it as a subject. The unit revisits areas from year 7 and 8 to refresh and strengthen key areas such as observation skills; colour theory; working in different mediums and exploring techniques; researching and responding to other artists, designers and craftspeople; developing and exploring own ideas and working towards realised intentions and outcomes.</p> <p>JJN</p>	<p><b>SKILLS BASED PROJECT</b> -PORTRAITS. Continuing to develop mastery of different materials in preparation for GCSE and beyond.</p> <p>This unit allows students to develop and master skills required for GCSE should they choose to opt for it as a subject. The unit revisits areas from year 7 and 8 to refresh and strengthen key areas such as observation skills; colour theory; working in different mediums and exploring techniques; researching and responding to other artists, designers and craftspeople; developing and exploring own ideas and working towards realised intentions and outcomes.</p> <p>JJN</p>

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<p><b>Year 10</b></p>	<p><i>NATURAL FORMS</i> - Confident and skillful exploration of formal elements demonstrated through new techniques such as clay, monoprinting, ink, collagraph and digital editing.</p> <p>This unit introduces students to the GCSE and helps them gain confidence with all skills and techniques needed for a successful grade. The unit revisits areas from year 7 and 8 and 9 to refresh and strengthen key areas such as observation skills; colour theory; working in different mediums and exploring techniques; researching and responding to other artists, designers and craftspeople; developing and exploring own ideas and working towards realised intentions and outcomes. This topic</p>	<p><i>IDENTITY</i> - Mind map Artist 1,2,3.</p> <p>Students will begin to build a sustained project by researching numerous artists, experimenting with various materials and showing skillful use of all formal elements throughout. The beginning of the topic explicitly looks at researching and responding to other artists, designers and craftspeople; developing and exploring own ideas and working towards realised intentions and outcomes. Students experience a range of traditional and/or experimental ways of developing, refining and recording ideas.</p>	<p><i>IDENTITY</i> - <i>Obs Drawings</i> <i>Photography &amp; Edits</i> Photography Experiments</p> <p>Students will confidently demonstrate their observation skills; colour theory; working in different mediums and exploring techniques, developing and exploring own ideas and working towards realised intentions and outcomes.</p> <p>Students take increasing responsibility for the development and direction of their creative journey and make a meaningful and personal response in preparation for the requirements of Component 2.</p>

	is the supporting work which is required within the AQA component 1.  JJN		JJN		JJN
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<b>Year 11</b>	<p><i>IDENTITY-</i> Compositions Mini Final Piece Final piece</p> <p>Students will be assessed throughout the process of their coursework in order to refine work and demonstrate their ideas and abilities clearly to myself and the examiner.</p> <p>JJN</p>	<p><i>EXAM PREPARATION</i></p> <p>Externally set assignment (ESA) papers are available to students and teachers from 2 January. A preparatory period is begun -which is in the same order of process as the coursework. This is then followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.</p> <p>JJN</p>	JJN	<p><i>EXAM PREPARATION</i> <i>(10 HOUR EXAM IN APRIL/MAY)</i></p> <p>The preparatory period is continued. This is then followed by the 10 hours of supervised, unaided work in which students are required to realise their intentions. Students will complete the 1- Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled.</p> <p>JJN</p>	JJN

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