

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.</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. Students will be introduced to the colour wheel and the difference between primary, secondary, tertiary, complementary and harmonious.</p> <p>Prior Learning: <i>KS2 explores formal elements through mastery of materials and learning about artists within history.</i></p> <p>Future Learning: <i>Applying formal elements to explore Giorgio Morandi in the Still life Genre through drawing and annotation.</i></p>	<p><i>STILL LIFE</i> - Developing drawing skills using all of the formal elements learnt in year 7, but also applying this understanding to an artists' work.</p> <p>This project builds upon the drawing skills of unit 1, but with a focus on a new drawing aid technique. The project aims to explore a combination of materials with the introduction of how to make artist research pages and final outcomes. Students will study Giorgio Morandi who explored still life and use this as inspiration to develop their own pieces in pencil and chalk.</p> <p>Prior Learning: <i>Drawing skills through a focus on the formal elements.</i></p> <p>Future Learning: <i>Applying formal elements to a new context and different cultural footwear.</i></p>	<p><i>OBSERVATIONAL DRAWING</i> - An exploration of drawing from observation and applying further knowledge of the formal elements. A focus on line, shape, texture, tone and colour.</p> <p>In this project, students will learn the importance of observation to create a drawing of a shoe. After studying Lisa Milroy, they extend their colour knowledge by painting outcomes using the primary colours in poster paint . They will demonstrate control and confidence to paint their chosen pair of shoes, selected from a variety of cultures.</p> <p>Prior Learning: <i>Applying formal elements to explore Giorgio Morandi in the Still life Genre through drawing and annotation.</i></p> <p>Future Learning: <i>Historical understanding of architecture, how artists are influenced by architecture. Presenting work as an installation</i></p>

	JJN	JJN	JJN
Year 8	<p>ARCHITECTURE - Concepts in European art and our man-made architectural landscape. Developing confidence in new techniques and outcomes.</p> <p>Students will begin to delve into the history of architecture and learn key terms and characteristics from various eras. This project solidifies content learnt in Y7 by applying some of the formal elements with new materials. Students will transform a 2D drawing into a 3D installation.</p> <p>Prior Learning: Applying formal elements to a new context and different cultural footwear.</p> <p>Future Learning: Exploring a new genre of art, how it has been explored historically and revisiting key observational skills.</p>	<p>FOOD - Exploration of studying food, to apply knowledge of the formal elements in a different subject matter.</p> <p>Students will continue to build skills through observational drawing, exploring typography to support fine motor skills.</p> <p>They will explore the work of artists such as Georgina Luck and how her work is used on food packaging for major retailers.</p> <p>Prior Learning: Historical understanding of architecture, how artists are influenced by architecture. Presenting work as an installation</p> <p>Future Learning: Exploring food in art in a contemporary context e.g. marketing and freelance work.</p>	<p>FOOD - Exploration of studying food, to apply knowledge of the formal elements in a different subject matter.</p> <p>Students will continue to build skills through drawing and applying watercolours to create a response to Georgina Luck's artwork.</p> <p>Prior Learning: Exploring a new genre of art, how it has been explored historically and revisiting key observational skills.</p> <p>Future Learning: Re-visit the formal elements through various observational methods to explore portraiture, and demonstrate these to a higher standard with new materials.</p>
Year 9	<p>SKILLS BASED PROJECT -PORTRAITS - OBSERVATIONAL DRAWING. - Refresh and strengthen knowledge of the formal elements through observational drawing.</p>	<p>SKILLS BASED PROJECT -PORTRAITS- working in acrylic paint and exploring techniques; researching and responding to Tai Shan Schierenberg.</p>	<p>SKILLS BASED PROJECT -PORTRAITS. Continuing to develop mastery of acrylic paint in preparation for GCSE and beyond.</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, and mark-making.</p> <p>Prior Learning: <i>Formal elements and perspective. Understanding and imitating artistic techniques and control of wet materials.</i></p> <p>Future Learning: Applying observation skills through portraiture - a possible key element within the GCSE topic of identity.</p> <p style="text-align: right;">JJN</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>Prior Learning: <i>Re-visit the formal elements through various observational methods to explore portraiture, and demonstrate these to a higher standard with new materials.</i></p> <p>Future Learning: <i>Exploring creating responses in the style of artists. Presenting sketchbooks in a purposeful skilful manner.</i></p> <p style="text-align: right;">JJN</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>Prior Learning: Applying observation skills through portraiture - a possible key element within the GCSE topic of identity.</p> <p>Future Learning: <i>Confidently using materials and techniques to explore natural forms through observation and experimentation</i></p> <p style="text-align: right;">JJN</p>
<p>Year 10</p>	<p>NATURAL FORMS - 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</p>	<p>IDENTITY - <i>Mind map Photoshoots & Edits, Obs drawings Artist 1 & responses.</i></p> <p>Students will begin to build a sustained project by researching numerous artists,</p>	<p>IDENTITY - <i>Artist 2 & response. Experiments Developing compositions First outcome</i></p> <p>Students will confidently demonstrate their observation skills; colour theory;</p>

<p>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 is the supporting work which is required within the AQA component 1.</p> <p>Prior Learning: <i>Formal elements, perspective, observational drawing, structured annotations.</i></p> <p>Future Learning: <i>Confidently using techniques and presentation skills learnt in Natural forms and apply this to a new topic exploring 'Identity'.</i></p> <p>JJN</p>	<p>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>Prior Learning: <i>Confidently using materials and techniques to explore natural forms through observation and experimentation.</i></p> <p>Future Learning: <i>Purposefully experiment to develop work and explore compositions.</i></p> <p>JJN</p>	<p>working in different mediums and exploring techniques, developing and exploring their 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> <p>Prior Learning: <i>Confidently using techniques and presentation skills learnt in Natural forms and apply this to a new topic exploring 'Identity'.</i></p> <p>Future Learning: <i>Compositions, refining, presenting, evaluating through written annotation.</i></p> <p>JJN</p>
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<p>Year 11</p>	<p>IDENTITY- Artist 3 Developing Compositions Final Piece</p> <p>Students will be assessed throughout the process of their coursework. Students should be able to create a personal and meaningful journey, and confidently realise their intentions in a final outcome.</p> <p>Prior Learning: Formal elements, artist exploration, observational skills.</p> <p>Future Learning: Identity is sequenced in the format that they would explore their chosen exam word in the January of Year 11. They will explore their chosen topic independently using knowledge learnt throughout their school career.</p> <p>JJN</p>	<p>EXAM PREPARATION</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>Prior Learning: Formal elements, artist exploration, observational skills.</p> <p>JJN</p>	<p>EXAM PREPARATION (10 HOUR EXAM IN APRIL/MAY)</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>Prior Learning: Formal elements, artist exploration, observational skills, developing compositions, creating a personal response.</p> <p>JJN</p>
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