

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

|        | Unit 1   | Unit 2  | Unit 3   |
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| Year 7 | <p><i>INSECTS</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>LANDSCAPES</i> - Introduction to colour theory &amp; mixing. Exploring our natural landscape.</p> <p>In the landscapes 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 insects project. Students will be introduced to researching the work of artists such as Hockney and how his landscapes are built up with colour and mark-making. This introduces students to accurate colour mixing and handling of wet media. They will be able to explore mark-making and how to build up experimental pieces leading towards a final outcome. Students will continue to build skills in dry materials through drawing studies of local landscapes.</p> <p>JJN</p> | <p><i>PORTRAITS</i> - Introduction to form and shape. Developing drawing skills such as proportion, scale and line.</p> <p>Year 7 will be introduced to portraits in art and how to produce a drawing of a portrait using the grid method. They will study different portraits over time and be able to discuss key similarities and differences within 6-8 key portraits in history. Students will develop their knowledge and understanding of form and shape and be able to apply mark making from prior learning. Students will learn how to change a portrait into the style of a significant artist and apply the artists techniques.</p> <p>JJN</p> |

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| <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 materials mixed media 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>URBAN</i> - Concepts in European art and our man-made architectural environment. 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> | <p><i>CULTURES</i> - Exploration of patterns and cultures across the world and how they use symbols and representation. A focus on line, pattern, shape and a limited colour palette.</p> <p>In this project, students will learn about different forms of Aboriginal art, including traditional dot paintings, rock and bark paintings and more contemporary forms. For many people Aboriginal art is synonymous with dot painting, but in reality Aboriginal art comes in many different forms. Students will learn about the different styles, materials used and stories told. Students will be aware of Cultural Appropriation and the importance of this within Aboriginal art.</p> <p>JJN</p> |

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| <p><b>Year 9</b></p>                          | <p><i>KEY SKILLS</i> - 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; 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><i>SKILLS BASED PROJECT</i> -Portraits (GCSE format) working in different mediums and exploring techniques; researching and responding to artists.</p> <p>This unit allows students 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><i>SKILLS BASED PROJECT</i> -Portraits (GCSE format) working in different mediums and exploring techniques; researching and responding to other artists</p> <p>This unit allows students 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>GRAFFITI</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>GRAFFITI</i> -<br/><i>Obs Drawings</i><br/><i>Photography &amp; Edits</i><br/>Photography<br/>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> |

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|  | is the supporting work which is required within the AQA component 1.<br><br>JN  | JN  | JN  |
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| <b>Year 11</b>                         | <p><i>GRAFFITI-</i><br/>Compositions<br/>Mini Final Piece<br/>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>JN</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>JN</p>   | <p><i>EXAM PREPARATION<br/>(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>JN</p>   |

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