

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>FORMAL ELEMENTS - An introduction to drawing skills and applying them to studies of insects.</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>Students will then apply these key concepts to create accurate drawings of insects.</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 artists and genres through drawings and written annotation.</i></p>	<p>STILL LIFE - 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 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>Prior Learning: <i>Formal elements to explore portraits of insects and creating visual research pages.</i></p> <p>Future Learning: <i>Applying formal elements to a new context and a different culture</i></p>	<p>ABORIGINAL ART - 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. 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>Prior Learning: <i>Applying formal elements to explore artists and genres through drawings and written annotation.</i></p> <p>Future Learning: <i>Historical understanding of architecture, how artists are influenced by architecture. Presenting work as an installation</i></p>

<p>Year 8</p>	<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 drawing out and using the grid method to study Gloucester Cathedral. Students will explore the Gothic structure while working in the style of Ian Murphy.</p> <p>Prior Learning: <i>Applying formal elements to a new context and a different culture</i></p> <p>Future Learning: <i>Applying knowledge to a landscape biome. Combining materials to create mixed media outcomes.</i></p>	<p>LANDSCAPES -Applying formal elements to a new genre. Exploring our natural landscape.</p> <p>In the landscapes project, students will apply their colour knowledge in both dry and wet materials. This builds upon prior knowledge of colour theory and mark-making in the insects project of Y7. Students will be introduced to researching the work of David Hockney and will create a response in the style of the artist of local landscapes biomes.</p> <p>Prior Learning: <i>Historical understanding of architecture, how artists are influenced by architecture. Presenting work as an installation</i></p> <p>Future Learning: <i>Exploring a new genre of art, how it has been explored historically and in a contemporary context for marketing.</i></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, applying wet materials and 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: <i>Applying knowledge to a landscape biome. Combining materials to create mixed media outcomes.</i></p> <p>Future Learning: <i>Re-visit the formal elements through various observational methods and demonstrate these to a higher standard with new materials.</i></p>
<p>Year 9</p>	<p>SKILLS BASED PROJECT -PORTRAITS. - 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</p>	<p>SKILLS BASED PROJECT -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</p>	<p>SKILLS BASED PROJECT -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</p>

	<p>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: Formal elements and perspective. Understanding and imitating artistic techniques and control of wet materials.</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>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: Re-visit the formal elements through various observational methods and demonstrate these to a higher standard with new materials.</p> <p>Future Learning: Exploring creating responses in the style of artists. Presenting sketchbooks in a purposeful skilful manner.</p> <p style="text-align: right;">JJN</p>	<p>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: Confidently using materials and techniques to explore natural forms through observation and experimentation</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 GCSE and helps them gain confidence with all skills and techniques needed for a successful</p>	<p>IDENTITY - Mind map Obs drawings 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</p>	<p>IDENTITY - Obs Drawings Photography & Edits Photography Experiments</p> <p>Students will confidently demonstrate their observation skills; colour theory; working in different mediums and exploring techniques, developing and exploring their own ideas and working</p>

	<p>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: Formal elements, perspective, observational drawing, structured annotations.</p> <p>Future Learning: Confidently using techniques and presentation skills learnt in Natural forms and apply this to a new topic exploring 'Identity'.</p> <p>JJN</p>	<p>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: Confidently using materials and techniques to explore natural forms through observation and experimentation.</p> <p>Future Learning: Purposefully experiment to develop work and explore compositions.</p> <p>JJN</p>	<p>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: Confidently using techniques and presentation skills learnt in Natural forms and apply this to a new topic exploring 'Identity'.</p> <p>Future Learning: Compositions, refining, presenting, evaluating through written annotation.</p> <p>JJN</p>
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<p>Year 11</p>	<p>IDENTITY- 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>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 <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>Prior Learning: Formal elements, artist exploration, observational skills, developing compositions, creating a personal response.</p> <p>JJN</p>
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