

# ART CURRICULUM MAP 2025 – 2026

## Intent:

- Students have an understanding of contextual studies and theoretical artistic studies alongside exploring and mastering different techniques and materials.
- Students build fine motor skills, technical understanding and application; students are initially introduced to the formal elements and once the basics are acquired, these are then applied to different contexts with growing complexity throughout the curriculum.
- Students develop transferrable skills which can be used across the curriculum and will serve them well when seeking employment (creativity, communication, critical thought and analysis, cultural/social/historical awareness, perseverance and resilience).
- Students use a range of different processes and techniques from painting to printing to photographic manipulation. As contextual understanding grows, students are required to consider concept and visual language at a greater level, demonstrating this through the design and creation of personal ideas that explore the society and culture that individuals are immersed in; work often acts as social commentary as students challenge the issues that cause them concern.
- Students understand the role of a contemporary artist and can independently follow the creative process (Research, analyse, experiment, design develop, present, evaluate) to realise their own creative intentions.
- Students can fluently analyse artwork using key artistic terminology.

## Implementation:

### Year 7

#### Art: Formal Elements

This project aims to introduce students to the formal elements within art, improve their drawing skills and familiarise students with different media within art. Throughout the project students will learn about artists/designers/craftsmen, developing their knowledge and understanding of the art world whilst exploring different skills and techniques. Students will develop their confidence and artistic ability through the 8 formal elements. They will learn valuable skills which they will use for their final piece at the end of the year.

Students will develop their technical skills on the following areas throughout the year:

- |            |            |
|------------|------------|
| 1. Tone    | 5. Form    |
| 2. Shape   | 6. Space   |
| 3. Pattern | 7. Shape   |
| 4. Colour  | 8. Texture |

#### Art: Illustration

Utilising their knowledge of the formal elements, this project further develops student's technical skills through their continued practice of a range of media. Students will explore the work of various artists and illustrators, creating several responses. Students will revisit previous learning and deepen their understanding of different artistic skills whilst also developing essential skills relating to planning, designing and composition. Students learning will culminate in the creation of a personal response called "Illustrated Me".

#### Key skill areas:

- Watercolour painting
- Illuminated lettering
- Font designs
- Facial proportions
- Collage
- Drawing facial features
- Final piece – illustrated me

Year 8	<p>This project develops students drawing skills, focusing specifically on control, accuracy, tone and proportions. Students will use knowledge gained in Year 7 to practice and begin to master drawing the facial features and facial proportions accurately. Through this student’s will study the human face closely, through investigation into relevant portraiture artists, students will broaden their understanding of the purpose of portraiture and develop skills which will allow them to more accurately portray the human face with a range of different styles and materials.</p> <p><b>Technical drawing skills:</b></p> <table><tr><td>1. Drawing eyes</td><td>5. Abstract portrait</td><td>9. Acrylic</td></tr><tr><td>2. Drawing noses and mouths</td><td>6. Watercolour</td><td>10. Toning techniques</td></tr><tr><td>3. Understanding facial proportions</td><td>7. Biro &amp; pencil</td><td>11. Coloured pencil</td></tr><tr><td>4. Gridded drawing</td><td>8. Oil pastels</td><td>12. Final piece</td></tr></table>	1. Drawing eyes	5. Abstract portrait	9. Acrylic	2. Drawing noses and mouths	6. Watercolour	10. Toning techniques	3. Understanding facial proportions	7. Biro & pencil	11. Coloured pencil	4. Gridded drawing	8. Oil pastels	12. Final piece
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Year 9 Fine Art	<p style="text-align: center;"><b><u>Surrealism Painting/Drawing</u></b></p> <p>Using the art movement Surrealism as a stimulus, students will start to deepen their understanding of key specialisms within the art world: Drawing/Painting, Print-making and Photography. Students will explore these disciplines on a carousel that seeks to mirror a foundation course.</p> <p>Within the Drawing/Painting project students will build on the key knowledge and skills they developed during Y7 and Y8 with the aim of building automaticity when using more challenging media such as watercolour, acrylic and oil paint. Students will learn about the key characteristics of the Surrealist art movement and create their own artistic outcomes inspired by the work of famous Surrealist painter such as Dali and Magritte. Study within this area will help to prepare them for GCSE as they build technical fluency with media and explore visual language and concept in greater detail.</p> <p>Key learning components:</p> <ul style="list-style-type: none"><li>- Be able to critically analyse artworks and infer conceptual meaning in relation to visual language (Formal elements/Subject/Media application).</li><li>- Know the key characteristics of watercolour, acrylic paint and oil paint.</li><li>- Develop ability to effectively control watercolour, acrylic paint and oil paint, utilising blending techniques and layering when necessary.</li><li>- Have a knowledge of different drawing techniques that can improve accuracy when drawing from observation.</li></ul>												
	<p style="text-align: center;"><b><u>Photography</u></b></p> <p>This introductory project aims to introduce students to Photography as an Art form. Students will start to explore the basic practical skills of Photography, whilst developing their understanding of the formal elements and different compositions throughout. Students will be guided through research tasks that teach them how to analyse visual language and understand context. Alongside this, students will replicate and interpret artworks, deepening their understanding of materials and techniques in a context that is increasingly more challenging. By gaining confidence when using a DSLR camera and learning about some of the core skills needed to edit photographs, students will have the knowledge and skills to learn in more depth about Motion within Photography in Year 10.</p> <p>Key learning components:</p> <ul style="list-style-type: none"><li>▪ To gain understanding and knowledge on what the formal elements within photography are with a focus on composition, exploring different angles.</li><li>▪ To have a knowledge and understanding of the anatomy of an SLR camera and to know how to take a picture using an SLR camera.</li><li>▪ Develop our written communication and ability to analyse artwork/photographs and apply key photographic vocabulary.</li><li>▪ Be able to use basic editing techniques to physically and digitally manipulate photographs.</li><li>▪ Develop recording and presentation skills.</li></ul>												
	<p style="text-align: center;"><b><u>Printmaking</u></b></p> <p>Within the printmaking project students will be introduced to a range of different printmaking techniques, such as lino printing, mono printing, block printing etc. This will allow students to explore a new way of creating art which draws on their core knowledge of the formal elements in Year 7 and year 8, This introductory project presents them with an increased challenge of applying this understanding to a new process in style of Surrealism, conceptual art and African art. Students will explore printmaking following a structure based around the formal elements ( Pattern, space, colour, line, texture, form, shape) As well as being inspired by famous surrealist artist, printmaking artists and artists or printmakers that explore African art. This will allow them to have a stronger understanding of historical and contemporary artists in the modern day art world.</p> <p>Key learning components:</p> <ul style="list-style-type: none"><li>- Be able to critically analyse artworks and infer conceptual meaning in relation to visual language (Formal elements/Subject/Media application).</li><li>- Know the different forms of printmaking and their key characteristics.</li><li>- Develop ability to effectively control the tools used within printmaking and effectively communicate the formal elements effectively through the use of printmaking.</li></ul>												

<p><b>Year 10 Art and Design</b></p>	<p style="text-align: center;"><b>‘Natural world – Beginning or end’</b></p> <p>With increasing levels of independence students will explore the theme of ‘Natural world – Beginning or end’. Returning to KS3 studies, students will explore still life and be introduced to a wide range of different artists who explore this theme. Students will start to master technical skills when using different media and will utilise prior learning when designing their own outcomes in relation to the theme. This project exposes students to a wide range of artistic processes as they start to deepen their understanding of printing techniques, photographic manipulation and painting processes. Contextual understanding and artistic theory underpins all tasks.</p> <p><b>Areas of focus –</b>  AO1 – Demonstrate critical understanding (Research)  AO2 – Review and Refine (Experimentation and development)  AO3 – Quality of observation  AO4 – Present and personal and meaningful response (Final outcome)</p> <p style="text-align: center;"><b>The Everyday</b></p> <p>This project will form part of their component 1 unit which is worth 60% of their final grade and is designed to engage students with visual language, concept and how art can be used to communicate meaning. Students will engage with the everyday, investigating the smaller details and research artists who are also inspired by the everyday such as Jim Dine, Emily Blinko, Michael Craig Martin and many more. This will allow them to explore a range of 2D and 3D media including digital art, photography, painting, drawing and collage. Students will develop their knowledge and understanding of the structure used at Y11 for their mock exam and final exam, this same structure will be revisited in Y10. This project will allow them to develop a greater sense of independency for the increased challenge in year 11 alongside focusing on the assessment objectives below.</p> <p><b>Areas of focus –</b>  AO1 – Demonstrate critical understanding (Research)  AO2 – Review and Refine (Experimentation and development)  AO3 – Quality of observation  AO4 – Present and personal and meaningful response (Final outcome)</p>
<p><b>Year 10 Fine Art</b></p>	<p style="text-align: center;"><b>‘Colour/Expression’</b></p> <p>The main aim of this project is to investigate colour within the art world. This project aims to provide creative independence for students and allow them to strengthen their ability to make independent choices about artists, materials and outcomes. Students will develop technical fluency and critical understanding through the study of a range of artists that use colour in different ways. They will explore techniques and process used by artists and will produce a body of work that demonstrates their understanding of colour, their critical understanding of contextual references and growing technical fluency.</p> <p><b>Areas of focus –</b></p> <ul style="list-style-type: none"> <li>- Technical fluency</li> <li>- Thoughtful and in-depth research/analysis</li> <li>- Creative independence and design making</li> <li>- Skilful idea development</li> </ul> <p><b>Key learning components:</b></p> <ul style="list-style-type: none"> <li>- Have an in-depth understanding of artists that look at and use colour.</li> <li>- To be able to analyse visual language.</li> <li>- Develop technical control when using different materials and techniques.</li> <li>- Be able to use visual language effectively to communicate an idea.</li> </ul>

### **‘Human Form/Portraiture’**

With ‘Portraiture’ as the stimuli students will create a sustained project that aims to foster fluency and independence when investigating (research), applying materials and generating purposeful/meaningful ideas and outcomes. Students will investigate ‘portraiture’ within the art world and study a range of historical and contemporary artists and crafts people from around the world. Students will learn the techniques and processes used by those artists, further exploring materials, techniques and processes. Students will produce a collection of observations relating to portraiture in varying materials, styles and scales. They will then develop their own ideas and produce a personal response.

#### **Areas of focus –**

- Technical fluency
- Thoughtful and in-depth research/analysis
- Creative independence and design making
- Skilful idea development

#### **Key learning components:**

- Have an in-depth understanding of portraiture artists and be able to analyse visual language.
- Develop technical control when using different materials and techniques.
- Develop observational drawing skill with a focus on shape and proportion.
- Be able to use visual language effectively to communicate an idea.

#### **Year 11 Art and Design**

#### **Externally Set Task – Exam paper issued by AQA**

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course. Referring back to the skills introduced in Y9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 10-hour exam that is held across 2 days.

#### **Areas of focus –**

AO1 – Demonstrate critical understanding (Research)  
AO2 – Review and Refine (Experimentation and development)  
AO3 – Quality of observation  
AO4 – Present and personal and meaningful response (Final outcome)

#### **Year 11 Fine Art**

#### **Mock Exam – Past paper AQA**

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course. Referring back to the skills introduced in Y9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 10-hour mock exam that is held across 2 days.

#### **Areas of focus –**

AO1 – Demonstrate critical understanding (Research)  
AO2 – Review and Refine (Experimentation and development)  
AO3 – Quality of observation  
AO4 – Present and personal and meaningful response (Final outcome)

**Externally Set Task – Exam paper issued by AQA**

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course. Referring back to the skills introduced in Y9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 10-hour exam that is held across 2 days.

**Areas of focus –**

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

**Year 12  
Fine Art****‘Personal investigation’**

Students will have now developed fluency and rigour with all elements of artistic practice and the personal investigation gives them full creative independence. Students will select the theme of their personal investigation and this will be linked to a global/socio-political issue that they care about (Feminism, Conflict, Current affairs, Displacement, Mental Health, etc.). During this investigation, students will take on the role of the artist, Recalling and reflecting on their KS4 practice they will start to specialise with a specific media with the goal of mastery. Through research, experimentation, idea generation/development and analysis they will develop a series of outcomes (supported by extensive preparatory work) that demonstrate their own artistic style.

**Areas of focus –**

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

**Year 13  
Fine Art****‘Personal investigation’**

Students continue with their personal investigation that was started in Y12, with the focus being the creation of a series of more ambitious outcomes that conclude their investigation and demonstrate their mastery of their chosen specialism. Students will use visual language confidently and fluently to communicate concept to the viewer.

Students will also write a 2000-word essay to support and extend their investigation.

**Areas of focus –**

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

**Externally Set Task – Exam paper issued by AQA**

Selecting one title from a possible 6, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course. Referring back to and further developing the skills utilised in the personal investigation, students will work through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 15-hour exam that is held across 3 days.

**Areas of focus –**

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

**Enrichment Opportunities:**

Students are invited to attend a range of extra-curricular activities including KS3 Photography club, Crotchet Club, House Art club, Sculpture club, Art History club, Animation club, Coursework clinics and Painting club.

Additionally, throughout the year we run a range of gallery visits for KS4/5 students.

**Impact:**

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.

Verbal feedback is championed within the arts and this is utilised consistently to give students real time, detailed feedback that is a catalyst for progress – all teachers have attended CPD sessions within the art department that focus on quality of assessment and identify how to continuously improve the value of feedback.