Visual Arts Curriculum Map 2024-2025

Year/Pathways		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Cycle 1	**Ourselves & Our School** ***Line, Shape & Colour***	**Toys** *Students will develop their visual story telling skills & enhance world cultural knowledge.* ***Shape, Space & Form***	**Transport** *Humanity link projects that develop skills in* ***Colour & Texture***	**Dinosaurs** ***Form, Shape & Colour***	**Earth & Space** *Students will develop empathy to recycling & environmental issues* ***Colour, Patterns & Texture***	**Amazing Animals** ***Texture, Shape & Form***
	Cycle 2	**Ourselves & Famous People** ***Line, Shape & Form***	**Colour & Light** ***Shape, Space & Form***	**Frozen World** *Students will develop an understanding of cold through visual and tactile learning.* ***Colour & Texture***	**Great Fire of London** ***Line, Shape & Colour***	**Castles** *Humanity link projects that develop skills in* ***Line Shape & Texture***	**Sea Side** *Humanity link projects that develop skills in* ***Line Shape & Texture***
	Cycle 3	**Ourselves & Our School** ***Line, Shape & Colour***	**Superheroes** ***Shape, Space & Form***	**Oceans** ***Colour & Texture***	**Traditional Tales** ***Line, Shape & Colour***	**Egyptians** *Humanity link projects that develop skills in* ***Line Shape & Texture***	**Sports** *Student will explore communicating move through shape and form* ***Line, Shape & Form***
Yr7		**Ourselves & Famous people** *Students will develop a sense of identity of themselves and others they admire.* ***Line, Shape & Form***	**Heroes and Villains** *Students will identify and develop a deeper understanding of the school values through traits we link with heroes & villains.* ***Shape, Space & Form***	**Frozen World** *Students will develop an understanding of cold through visual and tactile learning.* ***Colour & Texture***	**Tales from other Cultures** *Students will develop their visual story telling skills & enhance world cultural knowledge.* ***Line, Shape & Colour***	**Rainforest** *Students will develop empathy to recycling & environmental issues* ***Shape, Colour & Texture***	**Castles** *Humanity link projects that develop skills in* ***Line Shape & Texture***
Skills for Life		**All about Me** *Student will explore communicating feelings of self, whilst linking it to Colour and the Rules of Regulation.* ***Colour, line & Shape***	**Seasons Change** *Student will explore Autumn colours + develop a deeper understanding of the changing season* ***Colour & Texture***	**People Who Help Us** *Students will identify + develop a deeper understanding/trust to first responders* ***Shape, Colour & Form***	**Spring** *Student will explore colours of Spring + develop a deeper understanding of the growing season* ***Shape, Colour & Pattern***	**Beach** *Humanity link projects that develop skills in* ***Line Shape & Texture***	**Transition** *Student will explore communicating feelings of transition and development whilst linking it to Colour and through Rules of Regulation.* ***Colour, Texture & Form***

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Middle School Option	Art & Des. – Yr1	**The Formal Elements of Art**					
		Line	**Shape**	**From**	**Tone**	**Texture**	**Colour**
		Students will explore the formal elements of art through the creative industry and the world around us, developing their skills through different workshops introducing different materials.					
	Art & Des. – Yr2	**Art From Around the World**					
		Australia ***Colour, Space & Pattern***	African Continent ***Shape, Form & Texture***	China ***Texture, Line & Tone***	India ***Colour, Tone & Line***	Mexico ***Colour, Space & Pattern***	Canada ***Texture, Shape & Form.***
		Student will develop an understanding of the identity of each country/continent, through a curricular project, focusing on particular skills. They will be learning fact as well as traditional cultural arts and techniques.					
	Photo. –Yr1	**Basic Rules Introduction**	**Portraits & Collage**	**Playing with Colour**	**Colours of Spring**	**Mini World of Slinkachu**	**Personal Project**
		Understanding the DSLR camera ***View Points/ Composition/ Digital downloading & filing***	Collage: digital and analogue ***Composition/ Lighting/ Cropping***	Introduction to the POP ART Portraiture ***Colour/ Digital Editing***	Colours of Spring – Using light sensitive materials and digital editing ***Colour/ Texture/ Digital Editing***	Composition Rules & story telling with Slinkachu ***Composition/ Sequencing/ Team working***	Explore the theme of 'objects' in a chosen style. Developing and consolidating previously learnt skills.
	Photo. –Yr2	**Basic Rules Introduction**	**Vanitas Still Life**	**Animate**	**Story Telling**	**Landscapes**	**Personal Project**
		Understanding the DSLR camera ***View Points/ Composition/ Digital downloading & filing***	Creating a still life composition that discusses meaning of life ***Lighting / Composition / Cropping***	Creating a stop frame animation using various techniques ***Framing/ lighting/ Composition***	Creating a story using images and text ***Composition/ Sequencing/ Team working***	Collage: digital and analogue ***Composition/ Cropping/ Digital Editing***	Explore the theme of 'objects' in a chosen style. Developing and consolidating previously learnt skills.

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Yr.10	Art & Des.	Playing with Colour					
		• Colour Theory • Harmonious & Complementary Colour Pastiche Outcomes	• Colour blending Techniques • Artist Analysis • Personal outcome	• Observational Drawings • Tonal Value • Tints and Shades	• Texture • Mark Making Mix Media with Outcome	• Monochrome • Observational Drawings	• Printmaking • Independent Key Artist Analysis
	Photo.	Close Observation					
		Workshops in: • Portrait & Landscape format • View Point • Long, Medium and Close-up • Cropping and selecting • Still life • Artist research • Art evaluation	Continuation of Close Observation Theme closely link to chosen artist • Artist research • Art evaluation • Experimentation in Photoshop • Annotation workshops	Independent final design piece - Pastiche Outcomes	Independent continuation of Close Observation Theme Personal Outcome (A04)	Independent continuation of *Close Observation Theme* • Independent Key Artist Analysis	Independent continuation of *Close Observation Theme* Theme Personal Outcome (A04)

Year/Pathways		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr11	Art & Des.	Independent continuation of Playing with Colour Theme Focusing on completing, reviewing and refining (AO's)	Independent final design piece • sustained focus study Completing AO4 Outcome	Completion of Component 1 Externally Set Assignment Part 1: Preparatory study period	Externally Set Assignment Part 1: Preparatory study period	Externally Set Assignment Part 2: 10-hour period of sustained focus work	Mindful Therapeutic Portfolio
	Photo.	Independent continuation of Close Observation Theme Focusing on completing, reviewing and refining (AO's)					

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<table>
<tr><th>Year/ Pathway</th><th colspan="2">Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Yr12</td><td colspan="7">Personal Investigation – Component 1</td></tr>
<tr><td>Art, Craft & Des.
Photo.</td><td>Introduction of Organic Form Personal project.
Workshops in:
• Photography
• First Hand observations
• Mark making
• Mix media
• Transfer techniques</td><td colspan="2">Students to develop their workshop skills using chosen theme based on Organic Form.

Sustained focus study mock (10hrs)</td><td colspan="3">Continuation of Organic Form Theme,
Artist research, develop, experiment and create own practice.
- Independent final design piece development</td></tr>
<tr><td rowspan="2">Yr.13</td><td colspan="3">Personal Investigation – Component 1</td><td colspan="2">Externally Set Assignment – Component 2</td><td rowspan="2">Mindful Therapeutic Portfolio</td></tr>
<tr><td>Art, Craft & Des.
Photo.</td><td>Conclusion of Organic Form Theme.

Introduction to extended written element
• 200 words introduction
• Set up of biography

Sustained focus study mock (10hrs)</td><td colspan="2">Conclusion of Organic Form Theme.
Continuation and conclusion of extended written element
• 400 words evaluating research artist/methods/approaches
• 200 practical working methods and outcomes
• 200 words evaluate the processes through which their intentions have been realised</td><td>Component 2: Externally set assignment
• Learners will develop their response over a preparatory study period.</td><td>Conclusion of Component 2: Externally set assignment.
• Responses will conclude in a 15-hour sustained focus study.</td></tr>
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