

# Art Curriculum Map 2025-26

*The curriculum is designed to spiral, providing pupils with greater depth of knowledge and skills in each unit year on year. Pupils will refine and develop both their subject knowledge and mastery of skill therefore, developing pupils' personal expression, visual literacy and communication skills. The curriculum is designed to build confidence and self-esteem, curiosity, flexibility of mind, resilience, and a passion to learn and grow .*

	Autumn Term 2025			Spring Term 2026			Summer Term 2026		
Term	Term 1a	Term 1b		Term 2a	Term 2b	Term 3a	Term 3b		
Year 7	<b>Under the sea</b> Formal Element: Line Developing experimental drawing styles Artist Links: Ernst Haeckel, Karen Talbot, David Miller, Giles Ward	<b>Under the sea</b> Formal Element: Form, Pattern & Texture Developing paper and clay manipulation techniques Artist Links: Kate Malone, Clare Youngs, Mark Reed, David Edgar - Plastiquarium		<b>Under the sea</b> Formal Element: Tone Building on knowledge of applying tones and mark making through mixed media. Artist Links: Duncan Cameron	<b>Under the sea</b> Formal Element: Colour Recalling colour wheel theory and developing knowledge with complementary and harmonious colours. Artist Links: Yellena James	<b>Under the sea</b> Working to a Set Brief: Creating art works in response to a current issue or concern. Refining techniques and processes from earlier units. Artist Links: Various artists who use activism through artwork			
Year 8	<b>Edible Art: Exploring food through still life</b> Formal Element: Line & Tone Evolving knowledge of line and tone through systematic drawing styles and applying mark making tonal variations to create the illusion of three dimensions. Artist Links: POP ART	<b>Edible Art: Exploring food through still life</b> Formal Element: Form, Pattern & Texture Advancing knowledge of three dimensions using cardboard construction techniques to show understanding of the formal elements. Artists Links: Patianne Stevenson, Will Cotton		<b>Edible Art: Exploring food through still life</b> Formal Element: Colour Refining knowledge of the colour wheel and how we can use it to create three dimensional paintings. Artist Links: Sarah Graham, Joel Penkman, Wayne Theibaud	<b>Edible Art: Exploring food through still life</b> Studying still life through a variety of mixed media. Artist Links: A range of still life artists	<b>Edible Art: Exploring food through still life</b> Final Piece Artist Links: Cubism			
Year 9	Core Skill Workshops: Contrasts (Natural and Man-Made) Further develop understanding of line, shape, form, tone in <b>dry media</b> . Media: pencil and pen (AO1 and AO2) Suggested artist links: Cath Riley (pencil), Nicola McBride (pen), Marco Mazzoni (crayon)			Core Skill Workshops: Contrasts (Natural and Man-Made) Further develop understanding of using colour in <b>dry and wet media</b> . Developing Artist Analysis. Media: pencil crayon and paint (AO1 and AO2) Suggested artist links: Kate Brinkworth, Sarah Graham and Amy Judd (Painters)		Core Skill Workshops: Portraiture Further develop understanding of line, shape, form, tone, texture in dry media Media: pencil (AO1, AO2 and AO3) Artist Links: Paul Cadden, Cath Riley, Kelvin Okafor, Oscar Ukano			
	NEA Component 01 Portfolio: Personal Theme Developing understanding of how to follow a project theme and how to develop and refine recording skills (AO1, AO2 + AO3) Media: Pencil, Pen, Crayon, Paint. Themes with Artist Links: Activist Art/Mechanical Creatures/Natural and Man Made World			NEA Component 01 Portfolio: Personal Theme Developing refinement skills, Photography and links to Artist inspiration Media: pencil, pen, crayon, paint, photography, photoshop (AO1, AO2 and AO3) Showcase past project work in lessons to re-enforce understanding of assessment criteria		NEA Component 01 Portfolio: Personal Theme Developing understanding of how to create design ideas influenced by artist links, statement of intent and the final outcome (AO2 and AO4)			
Year 11	NEA Component 01 Portfolio: Personal Theme Developing understanding of the Principles of Design, using Photoshop to create final design ideas. Final Designs shoe connexions to the artist links and statement of intent and final outcome (AO1, AO2, AO3 and AO4) assessment) internally assessed and externally moderated.			Fine Art Component 02: Externally Set Assignment Early release paper provides learners with 6 themes, each with a range of written and visual starting points and stimuli. Pupils choose only 1 theme and create evidence for 10 weeks and complete with a 10hr unaided final outcome.		Course Complete. Preparation for next steps.			
Year 12	Introduction Workshops Understanding Fine Art though a range of practical workshops.	First 4 Week Artist Analysis Cycle Developing an understanding of the formal elements in others work	2nd 4 Week Artist Analysis Cycle Developing an understanding of the formal elements in others work	3rd 4 Week Artist Analysis Cycle Developing an understanding of the formal elements in others work	Fine Art skill Workshop 4: How to develop a personal investigation			Component 01: Portfolio/Personal Investigation NEA (Non-exam assessment) internally assessed and externally moderated.	
Year 13 Fine Art	Fine Art Component 01: Portfolio/Personal Investigation A practical fine art investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. internally assessed and externally moderated.				Fine Art Component 02: Externally Set Assignment Early release paper providing learners with eight themes, each with a range of written and visual starting points and stimuli. choose only 1 theme and create evidence for 10 weeks and complete with a 15hr unaided final outcome.				Pupils