

# ACHIEVING TOGETHER

## Computer Science

Media Development (Canva – Ramadan Poster)	2	<p>Introduction to Canva and simple design tools.</p> <p>Use of images, colours, text, and layout in posters.</p> <p>Basic digital creativity and communication.</p>	<p>Builds on primary ICT (Word/PowerPoint design).</p> <p>Prepares for Year 8 advanced poster/media projects.</p>	<p>Connects to Islamic and Qatari traditions (Ramadan).</p> <p>Promotes cultural pride and identity through design.</p>
Spreadsheets	2	<p>Introduction to spreadsheets (cells, rows, columns).</p> <p>Basic formatting, simple calculations, and charts.</p> <p>Understanding data and numbers in real-life examples.</p>	<p>Builds on primary numeracy and simple ICT tasks.</p> <p>Sets foundations for Year 8 formulas and data analysis.</p>	<p>Links to Qatar's use of data in areas like education, transport, and finance.</p> <p>Encourages responsible use of information.</p>

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## English

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Autobiography/ Biography writing	2	<ul style="list-style-type: none"> <li>Writing for a specific purpose and audience, using appropriate first- or third-person perspective and correct format</li> <li>Organising ideas clearly into a logical structure (beginning, middle, end)</li> <li>Using accurate spelling, punctuation, and grammar to communicate ideas effectively</li> <li>Drafting, editing, and peer assessing to improve clarity, vocabulary, and overall quality</li> </ul>	<ul style="list-style-type: none"> <li>Students can structure writing clearly for a specific audience and purpose, using correct format, organisation, and accurate spelling, punctuation, and grammar.</li> <li>They use descriptive language and sensory details to effectively communicate personal experiences and real-life events.</li> <li>Students are confident in drafting, editing, and peer assessing, strengthening their ability to reflect and improve their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages reflection on heritage, personal history, and cultural identity, supporting Qatar's value of preserving traditions.</li> <li>Develops communication, confidence, and pride in one's story, supporting Qatar's vision for strong, globally aware citizens.</li> </ul>
Novel: Kensuke's Kingdom	2	<ul style="list-style-type: none"> <li>Developing reading comprehension and inference skills through analysis of the novel</li> <li>Analysing characters, setting, and themes such as survival, friendship, and identity</li> <li>Identifying and interpreting figurative language and imagery used by the author</li> <li>Making personal, cultural, and emotional connections and supporting ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Students apply analytical skills (figurative language, imagery, writer's choices) to explore characters, setting, and themes in the novel.</li> <li>Their experience writing about travel and unfamiliar places supports deeper understanding of the novel's context and setting.</li> <li>Students make personal, cultural, and emotional connections</li> </ul>	<ul style="list-style-type: none"> <li>Highlights respect for land, nature, and culture, reflecting Qatar's commitment to environmental care and cultural preservation.</li> <li>Promotes resilience, unity, and understanding of different perspectives, aligning with Qatar's values of strength and global citizenship.</li> </ul>

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## Mathematics

Decimals	2	<ol style="list-style-type: none"> <li>1. Place value with decimals to thousandths and beyond.</li> <li>2. Reading and writing decimals in words and digits.</li> <li>3. Ordering, comparing and rounding decimals to specified places.</li> <li>4. Addition and subtraction with decimals (align decimal points).</li> <li>5. Multiplication and division with decimals (shifting decimal places).</li> <li>6. Converting between fractions, decimals and percentages.</li> <li>7. Multiplying and dividing by powers of 10.</li> <li>8. Using decimals in measurement and money contexts.</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>9. Place value: 4.237 is 4 units, 2 tenths, 3 hundredths, 7 thousandths.</li> <li>10. Add: <math>2.35 + 0.7 = 3.05</math>.</li> <li>11. Multiply: <math>4.2 \times 0.5 = 2.1</math>.</li> <li>12. Divide: <math>12.6 \div 0.3 = 42</math>. Work: multiply numerator and denominator by 10 to get <math>126 \div 3 = 42</math>.</li> <li>13. Convert fraction to decimal: <math>3/8 = 0.375</math>.</li> </ol>	Connects with place value, fractions, and money in Year 6.	Qatari riyal currency (riyals and dirhams), fuel consumption and prices in Qatar.

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Angles	2	<p>1. Naming angles: acute, right, obtuse, straight, reflex, complete.</p> <p>2. Measuring and drawing angles with a protractor and estimating angles.</p> <p>3. Angle facts: angles on a straight line sum to 180 degrees, around a point sum to 360 degrees, vertically opposite angles equal.</p> <p>4. Angles in triangles sum to 180 degrees; in quadrilaterals sum to 360 degrees.</p> <p>5. Angle properties in parallel lines: alternate, corresponding and co-interior angles. missing angle = <math>180 - (45 + 60) = 75</math> degrees.</p> <p>6. Parallel lines: If one corresponding angle is 110 degrees then the matching corresponding angle is 110 degrees.</p>	Builds on basic shape recognition and introduction to right angles in Year 6.	Qatari architecture (e.g., Islamic geometric patterns in mosques, Museum of Islamic Art), modern buildings in Doha with unique angle designs.
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Sequences	2	<p>1. Recognising numeric and geometric patterns: term-to-term and position-to-term descriptions.</p> <p>2. Generating terms of arithmetic sequences and finding common difference.</p> <p>3. Recognising simple geometric sequences and simple quadratic sequences (intro to square numbers).</p> <p>4. Sequence 3, 7, 11, 15. Common difference = 4. nth term = <math>4n - 1</math>. Check: <math>n=1</math> gives 3.</p> <p>5. Sequence 2, 4, 8, 16 is geometric with ratio 2. 5th term = 32.</p> <p>6. Squares sequence 1, 4, 9, 16, nth term = <math>n^2</math>.</p> <p>7. Given nth term <math>5n + 2</math>, find 10th term = <math>5 \times 10 + 2 = 52</math></p>	Extends number pattern recognition from Year 6 (odd/even, multiples).	Patterns in Qatari heritage, such as Arabic mosaic designs, carpets, and repeated geometric art.
Shapes	2	<p>1. Classifying 2D shapes (triangles, quadrilaterals, polygons) and 3D shapes (prism, pyramid, sphere, cylinder, cone).</p> <p>2. Identifying properties: sides, angles, vertices, edges, faces, symmetry lines, parallel sides.</p> <p>3. Distinguishing regular and irregular shapes, convex and concave polygons.</p> <p>4. Understanding nets of 3D shapes and how faces form solids.</p> <p>5. Identifying types of triangles: equilateral, isosceles, scalene, right-angled.</p> <p>6. Using coordinates to describe positions of shapes and simple constructions. Examples:</p> <p>7. A cube has 6 faces, 12 edges and 8 vertices.</p> <p>8. Triangle classification: triangle with sides 5, 5, 8 is isosceles because two sides equal.</p>	Builds on knowledge of 2D and 3D shapes, polygons, and symmetry from Year 6.	Explore Qatari landmarks (e.g., dhow boats, stadiums built for FIFA World Cup, Souq Waqif structures) and traditional Islamic geometric art.

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Area	2	<p>1. Perimeter and area for rectangles and squares: area = length x width.</p> <p>2. Area of a triangle: area = <math>\frac{1}{2} \times \text{base} \times \text{height}</math>.</p> <p>3. Area of a parallelogram: area = base x height.</p> <p>4. Area of a trapezium (trapezoid): area = (sum of parallel sides / 2) x height.</p> <p>5. Area of compound shapes by splitting into simple shapes.</p> <p>6. Units of area and converting between mm<sup>2</sup>, cm<sup>2</sup>, m<sup>2</sup> and km<sup>2</sup>.</p> <p>7. Using area in problem solving and real contexts. Examples:</p> <p>Rectangle area: length 7 and width 4 gives area <math>7 \times 4 = 28</math> square units.</p> <p>Triangle area: base 6 and height 4 gives area = <math>\frac{1}{2} \times 6 \times 4 = 12</math> square units.</p> <p>Trapezium area: parallel sides 6 and 10, height 4. Area = <math>((6 + 10) / 2) \times 4 = (16 / 2) \times 4 = 8 \times 4 = 32</math>.</p>	Builds on rectangle and square area from Year 6.	Calculate the area of stadium pitches (Qatar World Cup), desert tents, majlis carpets, or museum floor designs.
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## Science

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Plants	2	<ul style="list-style-type: none"> <li>Describe the uses of minerals in plants and the symptoms of plant mineral deficiencies.</li> <li>Describe the main structures of a flower, the process of pollination and compare wind-pollinated plants to insect-pollinated plants.</li> <li>Describe the process of fertilization in plants, the main steps of germination and how seeds and fruits are formed.</li> <li>Explain how seeds are adapted for their method of dispersal and the advantages of seed dispersal.</li> </ul>	<p>Year 5 and 6 – Identification of basic parts of the plant</p> <p>Year 6 – Aware that plants produce their own food (photosynthesis)</p>	<ul style="list-style-type: none"> <li>Explore the importance of native Qatari plant species and how they survive in desert conditions.</li> <li>Connect pollination and seed dispersal to local agriculture (e.g., date palm cultivation).</li> <li>Highlight Qatar's efforts in preserving natural habitats and indigenous flora.</li> </ul>
Particles and their behaviour	2	<ul style="list-style-type: none"> <li>Explain the particle model and the factors in the particle model that determine the properties of a substance.</li> <li>Describe the states of matter, their particle arrangement and the various properties.</li> <li>Explain and define the concepts of density, melting, freezing, boiling, evaporation, sublimation and condensation.</li> <li>Describe the factors that affect the rate of diffusion.</li> </ul>	<p>Year 4 – States of matter</p> <p>Year 5 – Properties of materials</p>	<ul style="list-style-type: none"> <li>Link particle behaviour to Qatar's environmental conditions (e.g., evaporation in high temperatures, condensation in desalination plants)</li> </ul>
Elements, atoms, and compounds	2	<ul style="list-style-type: none"> <li>Define the term element and compare it to a compound.</li> <li>Define an atom.</li> <li>Determine the chemical formula of a compound when given the relative numbers of atoms of the elements in the compound and when given a labelled molecule diagram.</li> </ul>	<p>Year 5 and 6 – Particle concept and mixtures and solutions.</p>	<ul style="list-style-type: none"> <li>Connect elements and compounds to Qatar's natural resources, especially hydrocarbons and their chemical composition.</li> <li>Discuss the role of chemistry in Qatar's energy sector</li> </ul>



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The Periodic Table	2	<ul style="list-style-type: none"> <li>Identify, using the periodic table, if a given element is a metal or non-metal.</li> <li>Define physical properties and provide the physical properties of a typical metal and non-metal elements.</li> <li>Define chemical properties and provide the chemical properties of metals and non-metals.</li> <li>Interpret the periodic table accurately by identifying groups and periods as well as predicting the properties of elements in different groups.</li> </ul>	<p>Year 6 – Introduction to atoms, elements, and simple classification of materials (metals vs non-metals).</p> <p>Upper Primary – Understanding of material properties and basic particle ideas.</p>	<ul style="list-style-type: none"> <li>Explore metals commonly used in Qatar's infrastructure and industry (e.g. steel).</li> <li>Discuss how Qatar uses chemical knowledge in areas such as construction, manufacturing, and resource processing.</li> </ul>
Acids and alkalis	2	<ul style="list-style-type: none"> <li>Explain various safety precautions to implement when using acids and alkalis.</li> <li>Determine if a solution is acidic or basic based on the pH scale.</li> <li>Differentiate between a base and an alkali.</li> <li>Describe how pH changes in neutralization.</li> <li>Define what is a salt in science and predict the salt that forms when an acid reacts with a metal or base.</li> </ul>	<p>Year 5 &amp; 6 – Basic mixing of substances and observing simple reactions; understanding solutions and mixtures.</p>	<ul style="list-style-type: none"> <li>Link acids, bases, and salts to Qatar's environmental and industrial contexts (e.g., water treatment, desalination processes).</li> <li>Discuss safe handling of chemicals within Qatar's laboratories and workplaces, reinforcing national safety standards.</li> </ul>



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Forces	2	<ul style="list-style-type: none"> <li>• Compare different types of forces, how to measure forces and using force arrows to explain what forces do.</li> <li>• Explain how a solid surface provides a support force and how forces deform.</li> <li>• Describe the effects of drag forces and friction, how they occur and how they can be reduced.</li> </ul>	<p>Year 4 &amp; 5 – Early experiences measuring and observing pushes, pulls, and motion. Understanding friction in daily activities.</p>	<ul style="list-style-type: none"> <li>• Connect force concepts to Qatar's transport systems (e.g., Lusail tram, Doha Metro) and engineering projects.</li> <li>• Explore how friction and drag affect desert travel and traditional activities such as falconry and dhow sailing.</li> <li>• Highlight Qatar's advancements in engineering and infrastructure design.</li> </ul>
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## Geography

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
The Water Cycle	Term 2	Describing how key terms (evaporation, condensation, precipitation) link to form the water cycle. Interpreting diagrams.	Building on map skills by considering how climate (UK vs. Qatar) influences the water cycle.	Water Security: Linking the global cycle to Qatar's reliance on desalination and the precious nature of water resources. Discussing the "Every Drop Counts" campaign.
River Drainage Basins	Term 2	Identifying key features of a river drainage basin (source, mouth, tributary, watershed). Using and labelling diagrams.	Using geographical terminology learned in the UK mapping unit and applying it to a new system.	Physical Geography: Contrasting humid UK river basins with Wadis (ephemeral rivers) in arid regions like Qatar. Discussing flash floods as a natural hazard.
River Processes & Landforms	Term 2	Describing and explaining fluvial processes (erosion, transportation, deposition). Sequencing the formation of a waterfall and meanders. Applying knowledge to exam-style questions.	Developing explanation skills beyond the descriptive map work of the previous unit.	Urban Planning: Relating river management to Qatar's land reclamation and coastal management (e.g., The Pearl, Lusail). How human activity changes natural processes.
River Flooding	Term 2	Interpreting images to identify flood risk areas. Categorising the social, economic, and environmental impacts of flooding (short vs. long-term). Describing hard engineering strategies.	Comparing flood impacts in a HIC (like the UK) with potential challenges in different environments.	Infrastructure & Resilience: Linking flood management to Qatar's advanced drainage and infrastructure projects designed to handle rare but intense rainfall. Part of national preparedness (QNV 2030).

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UK River Landscapes	Term 2	Recognising and describing river features (meanders, oxbow lakes) from photographs of the UK.	Directly applying new knowledge of river landforms to the UK's physical geography, studied last term.	Global Interconnections: Appreciating the distinct physical geography of other nations and comparing it to the Arabian Gulf region. Fostering global awareness.
Cold Environments	Term 2	Explaining plant and animal adaptations. Constructing and interpreting climate graphs for polar regions.	Using climate graph skills developed in previous units and comparing the UK's temperate climate to extreme environments.	Adaptation & Innovation: Linking biological adaptations to how Qatari society has adapted to a hot climate through architecture, clothing, and cultural practices.
Glaciers & The UK Landscape	Term 2	Comparing the UK's past glacial climate to its current physical geography. Describing how glaciers form, move, and create erosional (corries, arêtes) and depositional landforms (moraines).	Deepening the understanding of how the UK's landscape (from the map unit) was shaped by past ice ages.	Environmental Change: Discussing how past climate change shaped landscapes, as a context for understanding current global climate change and its impact on Qatar (sea-level rise, temperature increase).
UK Glacial Case Study: Cadair Idris	Term 2	Describing the location of Cadair Idris using map skills (grid references, relief). Identifying glacial features on maps and photos.	A direct synthesis and application of map skills from last term with new knowledge of glacial landforms.	Tourism & National Heritage: Comparing the value of upland national parks in the UK for tourism and conservation with Qatar's developing ecotourism and heritage sites (e.g., Khor Al Adaid, Zekreet).

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Threats & Management of Cold Environments	Term 2	Describing wilderness areas and explaining the need for their protection. Explaining and evaluating sustainable management strategies (e.g., conservation, tourism regulation).	Applying concepts of sustainability and management from the river flooding topic to a new environment.	Sustainability & Stewardship (QNV 2030): Directly linking the protection of fragile cold environments to Qatar's own environmental goals, such as protecting marine life and the Khor Al Adaid reserve. Promoting responsible stewardship of the planet.
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## History

Curriculum Map: Year 7 History – The Angevin Kings (c.1154-1216)				
Topic	Term	Content/Skills Developed	Reflection on Previous Learning	Qatar National Identity Links
Who were the Angevins?	2	Knowing the key Angevin monarchs (Henry II, Richard I, John). Categorising and ranking problems (family, barons, Church, France).	Building on knowledge of the Norman Conquest and the establishment of royal power in England.	Leadership & Legacy: Introducing the concept of dynastic rule and the challenges of maintaining a multi-territorial empire, analogous to the foundations of the Al Thani rule and the consolidation of Qatar.
Why did Henry II and Becket fall out?	1	Explaining the reasons for the quarrel (Constitutions of Clarendon, royal vs. church authority, legal jurisdiction). Understanding church-state conflict.	Developing the theme of power struggles, moving from Norman baronial conflicts to ideological conflict with the Church.	Authority and Law: Discussing the balance between secular state authority and religious tradition, a balance reflected in Qatar's legal system which combines civil law and Islamic Sharia.
The Murder of Thomas Becket (Parts 1 & 2)	1	Analysing the immediate and long-term consequences of the murder (Henry's penance, boost to Canterbury as a pilgrimage site, martyrdom strengthening Church authority).	Deepening understanding of cause and consequence, and how a single event can have profound political and religious repercussions.	Reputation & Justice: Exploring how actions impact a leader's legacy. Linking to modern concepts of accountability and the rule of law, pillars of Qatar National Vision 2030.
Eleanor of Aquitaine	1	Evaluating different historical perspectives on Eleanor. Assessing her role as a leader, patron, and political actor during rebellion and captivity.	Building on the limited roles of women in earlier medieval studies, introducing a powerful female figure who exercised significant influence.	Influential Leadership: Highlighting the role of influential figures behind the scenes and in governance, connecting to the respected status and philanthropic roles of Qatari royal family members.
The Great Rebellion, 1173-74	1	Applying the events of the rebellion (family conflict, baronial discontent, French involvement) to the core enquiry about the Angevins' biggest problem.	Connecting to prior themes of feudal rebellion and the fragility of royal authority when facing internal family divisions and external rivals.	Unity & Stability: Emphasizing the threats posed by internal division and foreign intervention to state stability—a key concern in the history and modern geopolitics of the Gulf region.
King John: Was he the worst?	1	Analysing the key events leading to baronial rebellion (loss of Normandy, high taxation, arbitrary rule, treatment of barons). Building a substantiated argument.	Comparing John's leadership failures with the qualities of a "good king" established at the start of the unit and with previous monarchs.	Leadership & Accountability: Discussing the traits of effective versus poor leadership. Linking to modern governance where leaders are expected to serve national interests and maintain social contracts.
King John and Magna Carta, 1215	1	Describing how Magna Carta affected royal power by imposing legal limits, defining baronial rights, and establishing the principle that the king was not above the law.	A pivotal moment showing the concrete limitation of royal authority, a major development from the absolute power claimed by earlier Norman kings.	Foundations of Law: Introducing Magna Carta as a foundational document for concepts of liberty and legal rights. Linking to Qatar's own Permanent Constitution (2005) as the supreme law of the land that defines rights and powers.
Significance of Magna Carta	1	Evaluating the short-term (failed peace) and long-term impacts (symbol of liberty, influence on constitutions worldwide, including the USA). Understanding historical significance.	Developing the skill of assessing significance over different time scales, moving beyond the immediate narrative of the Angevins.	Constitutional Development & Global Ideas: Connecting a medieval English document to global ideas about rights and governance. Relating to how Qatar engages with and contributes to international legal and human rights frameworks.
Enquiry Conclusion: Biggest Angevin Problem	1	Assessing and arguing which problem (e.g., family conflict, baronial relations, Church, French rivalry) was most significant for the dynasty. Synthesizing evidence from the unit.	Culminating activity requiring the synthesis of knowledge and evaluation skills developed throughout the unit to form a substantiated historical judgement.	Strategic Challenges: Relating historical analysis to modern statecraft—identifying and prioritizing key challenges (security, social contract, international relations) is essential for any nation's sustained success and stability.

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## Music

Chords & Harmony – Using Chord Charts	T2	Reading chord symbols; harmonic layering	Extends keyboard harmony concepts; supports songwriting	Discuss role of harmony in national songs and traditional performances
Writing a Melody – Short Composition	T2	Create original melodic ideas; use of repetition and contrast	Builds on note writing and melodic structure	Encourage composing melodies inspired by local themes or places in Qatar
Playing Melodies – Combine with Chords	T2	Perform melodies with chordal accompaniment (e.g. keyboard + ukulele)	Combines term 1/2 skills; introduces arrangement	Create simple accompaniments for Qatari patriotic or cultural songs
Performance Skills – Small Ensemble Task	T2	Working in groups to prepare a piece; peer feedback	Reflects on solo vs group performance; responsibility and teamwork	Practice group etiquette aligned with Qatari cultural values (respect, cooperation)

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## PE

Topic	Term	Content/skills developed	Reflection on previous learning	Qatar National Identity links
Football	2	<ul style="list-style-type: none"> <li>-Passing, dribbling, shooting, and ball control</li> <li>-Movement into space and basic positioning</li> <li>-Teamwork, communication, and game rules</li> <li>-Application of skills in small-sided and full-game situations</li> </ul>	<ul style="list-style-type: none"> <li>-Builds on fundamental movement skills and coordination developed in earlier years</li> <li>-Reinforces invasion game concepts such as space, attack, and defence</li> <li>-Develops confidence in applying skills under pressure</li> </ul>	<ul style="list-style-type: none"> <li>-Highlight football's importance in Qatar, including hosting the FIFA World Cup 2022 and Arab Cup</li> <li>-Promote pride in national sporting achievements and community football participation</li> <li>-Emphasise values of teamwork, respect, and fair play in Qatari culture</li> </ul>
Handball	2	<ul style="list-style-type: none"> <li>-Passing, catching, dribbling, and shooting techniques</li> <li>-Movement, spacing, and attacking/defending roles</li> <li>-Decision making and teamwork in game situations</li> <li>-Understanding and applying handball rules safely</li> </ul>	<ul style="list-style-type: none"> <li>-Builds on invasion game skills learned in football and previous units</li> <li>-Reinforces hand-eye coordination and spatial awareness</li> <li>-Develops tactical understanding and cooperation within a team</li> </ul>	<ul style="list-style-type: none"> <li>-Promote participation in school and community handball competitions in Qatar</li> <li>-Highlight the role of sport in developing healthy, active citizens</li> <li>-Emphasise values of discipline, cooperation, and respect within Qatari society</li> </ul>



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## Art

Topic	Term	Content / Skills	Reflection on Previous Learning	National Identity Link
<b>Still Life Drawing</b>	2 (Y7)	Still life compositions	Build skills used to observe everyday objects.	Cultural symbolism, traditional and historical items
<b>Still Life Painting</b>	2 (Y7)	Still life compositions, Analysing artworks of prominent still life artists	Encourages students to connect technical skills (drawing, shading, color mixing) with creative decision-making.	Reflection on how ordinary objects can represent national pride, traditions, and modern identity.
<b>Monochromatic Art</b>	2 (Y7)	<p>Introduction to monochromatic color schemes (using tints, tones, and shades of a single color).</p> <ul style="list-style-type: none"> <li>• Exploration of value, contrast, and mood in artworks.</li> <li>• Techniques: shading, blending, layering paint.</li> <li>• Study of artists who use monochromatic palettes (e.g., Picasso's Blue Period).</li> </ul>	<p>Builds on primary-level knowledge of basic color theory and drawing skills.</p> <ul style="list-style-type: none"> <li>• Reinforces understanding of light/dark values from earlier sketching exercises.</li> <li>• Encourages deeper observation of form and texture without distraction of multiple colors.</li> </ul>	<p>Students create monochromatic works inspired by local landscapes, architecture, or cultural motifs.</p> <ul style="list-style-type: none"> <li>• Use of traditional Qatari patterns, desert tones, or maritime themes to connect with heritage.</li> </ul>