

Art, Craft and Design

Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Art through the below:

Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge Introduced	Overview of the formal elements of art (line, shape, form, tone, texture and colour). Observational drawing techniques	Definition of mark making Why mark making can be used when creating an observational drawing The advantages of mark making Variety of tonal techniques	Colour theory How different materials can be used Various analytical techniques for conducting artist research One point perspective
	Knowledge Revisited	Definition of the two formal elements Line and Tone. What is an observational drawing? How to use a drawing grid and negative space to create accurate observations.	Definition of mark making, colour, line and tone. What is an observational drawing? How to use a drawing grid and negative space to create accurate observations. Identifying specific colour groups.	All formal elements in art Observational drawing techniques
	Skills Introduced	Students can use a pre drawn drawing grid to plot lines in the correct position. Students can use negative space to ensure accuracy when observing line drawings. Students learn how to move from dark to light in a gradient using a pencil. Students can apply pencil tone to a simple image/objects using a range of gradient tones. Copying from a drawn image. Students can identify where the dark and light areas on an image are and apply tone accordingly.	Creating a range of marks using a wide variety of techniques using pen and pencil. Applying marks to a shape or object. Creating tonal values using marks.	Students can identify primary colours on the colour wheel. Students can identify secondary colours on the colour wheel. Students can name the complimentary colours. Students can mix secondary colours using pencil crayon and paint. Students can make a tone and a tint using paint. How to analyse the work of other artists and designers
	Skills Revisited	Using a drawing grid. Measuring negative space to plot lines. Applying tone to drawn shapes. Creating a tonal gradients.	Using a drawing grid. Measuring negative space to plot lines. Applying tone to drawn shapes. Creating a tonal gradients. Creating different marks. Creating tone with marks,	Colour wheel and creating the different colour groups. Using a drawing grid. Measuring negative space to plot lines. Applying tone to drawn shapes. Creating a tonal gradients. Creating different marks. Creating tone with marks,
Year 8	Knowledge Introduced	The rules of proportion when drawing a portrait. Students are introduced to the basic rules of proportion e.g. where the eye line sits on the face, how many eye shapes fit across the width of the face. Students start with a line drawing and then progress to adding tone to create a more realistic and 3-Dimensional portrait. The rules of proportion when drawing human figure. Students are introduced to the basic rules of figure drawing e.g. the human figure is around 8 heads tall. Students then progress to drawing the human figure from different angles and viewpoints.	Students are introduced to the art movement 'Futurism' and the artist 'Giacomo Balla'. How to create the appearance of movement through figure drawings. Mixing and blending tones of colour inspired by Giacomo Balla. How to create a piece of work that is inspired by an artist.	Students are introduced to the History of Graffiti; its origins, the laws and how it become a form of art. The stages in which a Graffiti letter is created. Students are introduced to the art movement 'Pop Art' and the artist 'Roy Lichtenstein'. The application of poster paint.
	Knowledge Revisited	From Year 7: Line - Using observational skills to create an accurate line drawing of a portrait. Using a grid to help draw more accurate proportions. The rules of proportion in students' self-portraits.	The rules of figure drawing. The colour wheel and the different types of colours.	How to create a detailed and creative research page. How to use a drawing grid.



		The rules of figuring drawing through student's experimentation of different media.		
	Skills Introduced	<p>Students can draw a basic face shape. Students can accurately measure and plot the eye, nose and mouth line on a face. Students can measure 5 equal sizes eye shapes across the width of the face. Students can accurately measure and draw the facial features. Students can draw a line drawing of a human figure by accurately measuring the proportions.</p> <p>Students can identify where the dark and light areas on a portrait and figure and apply tone accordingly.</p> <p>Student can create a gradient of tone through application of soft pastels.</p>	<p>Students can create a detailed, informative and creative research page that reflects the work of their chosen artist.</p> <p>Students can create the appearance of movement through the drawings and overlapping of figures.</p> <p>Students can blend two colours together harmoniously through the application of pencil crayons.</p> <p>How to create a background inspired by the Futurist artist Giacomo Balla through the media of collage.</p>	<p>Students can create an accurate block letter.</p> <p>Students can make a letter appear 3-Dimensional.</p> <p>Students can draw a Graffiti style letter that includes a bend, serifs and arrows, bit and kicks.</p> <p>Students can draw a Graffiti style word that includes a bend, serifs and arrows, bit and kicks.</p> <p>Students can use a drawing grid to accurately plot their lines and composition.</p> <p>Students can apply poster paint neatly. Students can mix secondary and tertiary colours using poster paint. Students can create shades and tints using poster paint.</p>
	Skills Revisited	<p>Using numeracy skills to measure the proportions of the face.</p> <p>Using numeracy skills to measure the proportions of a figure.</p> <p>Application of tone to the face and the figure.</p>	<p>Creating tonal gradients of colour.</p> <p>Using numeracy skills to measure the proportions of a figure.</p> <p>Mixing and blending colours.</p> <p>Using their knowledge of negative space to create a balanced composition.</p>	<p>Using a drawing grid.</p> <p>Creating tonal gradients of colour.</p> <p>Mixing colours.</p> <p>Stages of a Graffiti letter.</p>
Year 9	Knowledge Introduced	<p>Students can create their own drawing grids to enlarge images. Students are introduced to free hand drawings. Using their own 'eye' to work out proportion and shape. Working to a theme. Observational techniques. How different materials can be used.</p>	<p>A variety of printmaking techniques. Introduction to acrylic paint. Mixed media techniques.</p>	<p>A variety of collage techniques. Advanced mixed media techniques.</p>
	Knowledge Revisited	<p>Observational techniques. How different materials can be used.</p>	<p>Observational techniques. How different materials can be used. Printmaking techniques.</p>	<p>Observational techniques. How different materials can be used. Printmaking techniques. Mixed media techniques.</p>
	Skills Introduced	<p>Students are taught the skill of drawing from a photograph they have taken themselves. How to work from a theme. How to use a wide range of materials.</p>	<p>How to print make. How to successfully use acrylic paint. How to use a wide range of materials.</p>	<p>How to use collage to create a composition with collage.</p>
	Skills Revisited	<p>Observational skills. Working with a range of materials.</p>	<p>Observational skills. Working with a range of materials. How to use acrylic paint.</p>	<p>Observational skills. Working with a range of materials. How to use acrylic paint.</p>
Year 10	Knowledge Introduced	<p>How to use own strengths and experiences in art so far to select an appropriate theme/project.</p>	<p>How to develop and refine ideas.</p>	<p>What makes a successful final outcome.</p>
	Knowledge Revisited	<p>Observational skills and techniques. Research skills.</p>	<p>How to experiment with a variety of materials. How to select appropriate materials for different tasks.</p>	<p>How to develop and refine ideas. Analysis techniques.</p>
	Skills Introduced	<p>How to work on a personal submission. Setting their own themes to work from. Selecting their own images to observe from. Selecting their own artist to research with guidance.</p>	<p>Developing and refining ideas for A02.</p>	<p>Creation of a personal and meaningful response for A04.</p>
	Skills Revisited	<p>Observational skills and techniques. Research skills.</p>	<p>How to experiment with a variety of materials.</p>	<p>How to experiment with a variety of materials. How to develop and refine ideas. Analysis techniques.</p>
Year 11	Knowledge Introduced	<p>Students are introduced to A01 of the exam criteria which is to research relevant artists and designers.</p>	<p>Students are introduced to A03 of the exam criteria which is recording ideas through detailed annotations, taking photographs linking to their question and creating observational drawings using a variety of different materials. Intro to A02 developing ideas this is where students devise compositions and refine their ideas ready for A04 which is completion of the final piece in the 10 hour exam.</p>	<p>Course completed.</p>



Knowledge Revisited	All skills throughout the 5 year course are revisited. Assessment objectives	All skills throughout the 5 year course are revisited. Assessment objectives	Course completed
Skills Introduced	Working independently from the AQA externally set question paper.	Creation of a personal and meaningful response for A04.	Course completed
Skills Revisited	Research skills Observational skills	How to experiment with a variety of materials How to develop and refine ideas. Analysis techniques	Course completed

A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.