

Art, Craft and Design

Curriculum Principles

By the end of their secondary education, a student of art at Dixons Kings will:

- Know in depth knowledge of art theory and be able to apply the knowledge to practical art tasks competently and with confidence.
- Understand how other artists and designers work and be able to allow their experiences and research to influence their own creative journey within art.

In order to truly appreciate the subject and create deep schema, topics within Art have been intelligently sequenced with the following rationale:

- The curriculum is sequenced in the order below because students need to build their skill level and knowledge through these very specific building blocks. Students start their art career with basic foundation skills as without these skills they can't progress to the next level. Once students have grasped the basic concept of handling materials they can then be introduced to experimenting with the different materials and using them in non-conventional ways. When students have completed years 7 and 8 they then select their options. Art in year 9 is an extension of the KS3 curriculum but techniques and processes are introduced in more depth.

Year 7 cycle 1 - Students are introduced to observational drawing techniques as this is the single inhibitor to progress in art. Students often lack confidence in this area therefore students are taught a wide variety of techniques to ensure that all students can access the tasks and feel confident when doing so, ensuring a love of the subject is instilled at the very start of the course so this can then be fostered throughout their secondary education. The Art curriculum is built upon the foundation skills taught from the beginning of year 7; without this basic knowledge of the formal elements within art students cannot access any of the higher-level concepts within the subject. The opening unit in cycle 1 begins by assessing student's competency in the formal elements e.g. Line, tone, shape, colour, form, texture, pattern and composition. Students start by completing a baseline assessment this comprises of a number of questions linked to the formal elements and an observational drawing task, students can then be assessed on both knowledge and skill. The rationale behind this is to establish prior knowledge students may have gained from primary school and this then informs the subject teacher of gaps in knowledge that will need to be addressed throughout the cycle. It is imperative that students first understand line and shape before any other elements are introduced. This is addressed through observational drawing tasks; students learn how to create simple line drawings of basic shapes using a drawing grid. The skill of observing an image or object is taught at the start of cycle 1 as many students feel the concept of how to correctly observe a daunting experience and this is a skill which is spaced throughout the 3 cycles in order to increase retention and allow opportunities for practice and refinement before the introduction of tone.

Having focussed mainly on creating observational drawings for a cycle, students are then ready to be introduced to tone and how to create a gradient of tone using pencil in the first instance. After practice of this skill in isolation students are then taught how to apply pencil tone to the shapes they have created combining the two skills together. The introduction of mark making techniques follows this and students learn how to create tone using basic mark making. Artist research is then introduced in the form of Mark Heard focussing on his use of mark making using different materials. Students practice analytical skills for the first time with the aid of writing frames and sentence starters and learn how to apply the techniques and practices from an artist into their own ideas.

Throughout the cycle students are given homework every 3 weeks which is quiz based on carousel learning focussing on the formal elements and colour to consolidate learning.

Year 7 Cycle 2 - Students move on to understanding the very basics of colour theory and the colour wheel this is initially taught through use of the knowledge organisers and low stakes quizzing before students are introduced to the application of colour to forms. Students begin with guided practice tasks after the teacher demonstration so students can practice the skill of mixing secondary colours before the main task is introduced to ensure mastery of the content. Students are then introduced to tone and tints and how to create them using paint, again students participate in a series of practice tasks refining the skill of adding black/grey to create tones and shades and white to create tints. Students then use the knowledge acquired and apply this to a landscape where they are taught how to create perspective and depth with tones of colour. Artist research is then introduced with the artist Wassily Kandinsky as we covered a contemporary artist in C1 students then look at a more historical artist. Students look at examples of the artist's work, practice their analytical skills using writing frames and sentence starters. Composition is then introduced to students, students are given the opportunity to work in the style of the artist and create a series of compositions using the formal elements this is then painted using the colour mixing skills acquired earlier in the cycle. Throughout the cycle students are given homework every 3 weeks which is quiz based on carousel learning focussing on the formal elements and colour to consolidate learning.



In cycle 3 students are introduced to a mixed media project focussing on consolidation of skills from cycle 1 and 2. Students start with readdressing knowledge of observational drawings but using a wide range of media. Artist research is covered in the form of a contemporary female collage artist and students use this skill to create a mixed media composition. Artwork carrying a meaning or message is introduced and students have more autonomy over composition and using their own ideas to create a mixed media final outcome. The disciplines painting, relief work, printmaking and card construction is taught over the year to ensure students get a rounded experience of 2D and 3D experience.

- Year 8 cycle 1 - Students are introduced to the starting point of 'Insects', this builds on the formal elements and the key concepts taught throughout year 7. Students start with creating an observational drawing of an insect, revisiting the gridding technique from year 7 to create the outline of their insect first. They then apply colour using colour pencils and blend harmonious colours together, this is also a skill that is revisited from year 7. Students experiment with monoprinting and how to create a successful monoprint using teacher taught techniques. The cycle then moves onto looking at different art movements such as Pointillism, Op Art and Surrealism, students research all three art movements, one in school and two for homework tasks. Students look at the artists George Pierre Seurat, Bridget Riley, Salvador Dali and Sarah Eisenlohr. In school, students are taught how to create a pointillism inspired insect by applying dots of colour using poster paint, they then move onto creating an optical illusion background and finally how to create a surrealist composition using collage. The discipline of research artists is a skill revisited from year 7 but the specific art movements themselves are new knowledge introduced. Student then are taught how to combine these techniques and imagery together to create one final surrealist composition that incorporates the media and techniques from their studied art movements.

Year 8 cycle 2 - In cycle two student begin with a portrait baseline assessment where they are asked to draw a self-portrait. This is then benchmarked against their second self portrait 5 weeks later. In between that time students are taught the rules of proportion, how to draw the facial features and how and where to apply tone to a portrait. The theme of Portraiture is then expanded upon by looking and researching the Cubist art movement and Pablo Picasso, students revisit knowledge on how to create a research page and create a small artist copy of one of Picasso works using oil pastels. Students then apply these oil pastel techniques to their own portrait by creating their own cubist inspired self-portrait composition, first by collage and then by line and oil pastel.

Year 8 Cycle 3 - This cycle gives students an opportunity to work in 3D. Portraiture is continued into cycle 3 by looking at facial masks in different cultures throughout the world. Students are encouraged to research their and find their own cultures that inspire them and create a 2d observational based on their research. This 2d observation is then translated into a 3D sculpture using cardboard, paint is then applied to give students a 3d final outcome.

Cycle 1 in year 9 is centred on observational skills, as without a strong foundation in formal drawing students cannot progress successfully to using and experimenting with different materials. Students build on prior knowledge taught in year 8 and produce a range of pencil studies of natural form images. Students build on their knowledge of gridding and why it is used to ensure accuracy when creating observational studies. Once this knowledge is secure enough they then move onto observing using a wide range of materials including drawing ink, charcoal, biro pen etc. There is a major emphasis on tone and how to create tone using pencil, so that high quality drawings can be produced. They then start to use a range of different materials, once tone can be applied successfully they then start to focus on mark making and more experimental forms of drawing. Students are introduced to working onto different surfaces and creating textures to draw onto with materials such as brown paper, newspaper and book pages. The focus for the cycle is experimentation and broadening the student experience by exposing them to as many materials and techniques as possible.

In cycle 2 students are introduced to different printing techniques starting with basic mono-printing using natural form imagery and once this has been mastered moving onto more experimental mono-printing such as layering up different colours, overlapping images, printing onto different surfaces and working back into prints using their observational skills and hand stitching techniques. Students are then given the opportunity to develop their printing knowledge further by creating a press print based on one of their own natural form designs. Students have to be able to explain the different printing processes and evaluate their prints discussing strengths and weaknesses. Students are introduced to acrylic paint focussing on black and white only until confidence with the material and blending techniques have been mastered. Colour is then introduced students use their prior knowledge of the colour wheel from KS3 to create and blend colours successfully. Students work on an abstract piece so that composition does not have to be considered yet then the primary focus can be using the material correctly.

In cycle 3 composition is introduced through the form of collage. Collage is used as students find it more accessible as images can be moved around until they find the most suitable placement for them, whereas drawing is a more permanent technique and not something students start until year 10. In order to consolidate learning students take all imagery produced throughout the year and create a final collage composition. Students then have to use their observational skills to draw the collage accurately and select the materials they feel confident with after the media trials in cycle 1 and 2 in order to produce a mixed media final piece.

Year 10 C1 is a continuation of year 9 with skill building and refreshing knowledge of materials and techniques but students start to have more autonomy over imagery and selection of artists to research.



In Cycle 2 component 1 is released by Pearson for the BTEC TECH award in art and design. The board set the theme for the component so students start with investigating the theme in depth and then researching the work of their chosen artists linking to the theme. Students use the skill from KS3 of analysing work using key vocab linking back to the formal elements. Students produce mind maps, mood boards, artist research pages and work in the style of the artist.

In cycle 3 students start the development process using the research conducted in cycle 2 they start to develop ideas using the influence of the chosen artists. Students experiment with a wide range of materials and then create a final outcome. Students learn presentation skills such as how to mount and present work to best show the creative journey they have been on for component 1.

In year 11 cycle 1 and cycle 2 component 2 is released by Pearson. Again the theme is set by the board and students have to respond to a design brief within a vocational context and create a body of work. Students work through investigating ideas, researching the work of appropriate sources, experimenting with materials and processes, developing and refining ideas and creating a final response to the brief.

The Art, Craft and Design curriculum at Kings has been influenced by:

- The requirements of the BTEC TECH in Art and Design spec.
- Individual staff member's expertise and powerful knowledge of the subject.
- Rosenshine's principle of instruction

Our Art curriculum ensures that social disadvantage is addressed through:

It is essential that from the very start of year 7 through to year 11 that students are exposed to an engaging, positive experience as arts educational experiences have remarkable impact on students' academic, social, and emotional outcomes. Unfortunately, students from disadvantaged backgrounds and particularly with the cohort of students we serve, do not always have the same level of social and cultural competence as their non-disadvantaged peers. As a result in year 7 all the way through to year 11 there is a strong emphasis from cycle one on quality teaching, with an ethos that reinforces aspiration and attainment for all.

Disadvantaged students are identified during data analysis and robust intervention plans are put in place to ensure that every opportunity to close the advantage gap is capitalised on. For example after SEN these students will be the first members of the class to be visited by the classroom teacher during art lessons to ensure that the maximum amount of progress can be made during the time allocated. There will be instances where these students receive small additional teaching sessions within the lesson or they may receive additional homework tasks on occasion to stretch the student and provide additional opportunities for students to practice and refine skills.

We believe experiencing art gives students with additional needs the opportunity to be empowered, to make choices and have autonomy, and to develop a sense of self. These things are vitally important in creating an inclusive educational environment where all students feel valued and have purpose. Through robust differentiation all students can access the art curriculum, lessons are specifically tailored to meet the vast different needs of all learners. Students with SEN are given verbal feedback every lesson and books are checked weekly to ensure that any additional intervention needed can be delivered immediately during the lesson.

Students are provided with the opportunity to think independently and creatively to solve problems and become creative thinkers. Students will learn how to work with others in art during group discussion work and collaborative art pieces.

We fully believe Art can contribute to the personal development of students at Dixons Kings through:

- Art teaches children to think openly and encourages a culture of questions.
- It stimulates both sides of the brain. It teaches that there is more than one solution to a problem.
- Art promotes self-esteem and provides a common ground across stereotypes and prejudices.
- Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.
- Creativity can also help with wellbeing and improving health and happiness, studies show that arts lessons can act as an outlet for releasing the pressures of studying as well as those of everyday life.
- Studying arts subjects also help to develop critical thinking and the ability to interpret the world around us.



Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

- Homework at KS3 is centred on students learning and memorising key knowledge of the formal elements which underpins all practical art tasks, and this is achieved through the knowledge organisers. These tasks are then reviewed in lessons as part of retrieval do nows.
- At KS4 the majority of the work students do within the classroom is practical and we have to recognise that not all students will have access to materials and equipment. Students are allowed to borrow material and equipment to work independently on art tasks at home.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers:

Participating in the arts helps students to develop creative problem-solving skills which can then be used across a broad spectrum of subjects whilst presenting difficult concepts visually we are making them easier for all students to understand regardless of their academic ability. Art helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness it also teaches students about colour, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work again across a wide range of subjects and potential career choices. Integrating art with other disciplines reaches students who might not otherwise be engaged within an academic classroom. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. The arts provide challenges for learners at all levels and connects students with their own culture as well as with the wider world.

Students will develop their understanding of art in other cultures around the world and will study art in relation to worldwide topics and important social issues. At KS4 students will have the opportunity to select their own theme relating to issues they feel passionately about these can be around the themes of mental and emotional health, relationships and many more.

Students will have the opportunity to work with local artists in KS4 which is invaluable for students to see what a potential career in art could look like. Students are also given opportunities during do now questioning to discuss different careers within the arts.

Remote working in our subject supports students to access the full curriculum in the following ways:

- Weekly provision of home learning tasks for students in year 9, 10 and 11, for use by students who are self-isolating. In year 11 where possible these will cover the same material as students in school will cover that week, but in a practical subject this is not always possible - in such cases, the work provided will either:
 - 1. Support the practical work students are completing in class so that students can still acquire the knowledge needed to close the gaps when they return to school.
 - 2. Oak Academy lessons are also used so that students are still refining their art skills by watching the videos and completing the tasks.
 - 3. Provision of relevant materials on the art Padlet.

Further Information can be found in:

- Long term plans
- Schemes of work
- Knowledge Navigators
- Exam specification

