

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 have the skills they need to move onto more independent work during KS4.

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 observe correctly 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.

Year 7 Cycle 2 - 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 in cycle 1 combining the two skills together. The introduction of mark making techniques follows this and students learn how to create tone using basic mark making techniques and this is then applied to their shape drawings. At every opportunity we return to the basic fundamental skill of creating observational drawings but the variety and complexity of the skills required is constantly increasing.

Year 7 Cycle 3 - Students move on to understanding the very basics of colour theory and the colour wheel this is initially taught through use of the knowledge navigators and low stakes quizzing before students are introduced to the application of colour to forms. Students begin with basic colour mixing techniques using pencil crayons starting with secondary colours and then tertiary colours are introduced. Once students are confident in their colour mixing using pencil crayons other materials can then be introduced. Students start with oil pastels as these are the most versatile material for students to learn how to colour blend with and move onto more challenging materials such as watercolour paint; where students are practicing to control the paintbrush using their fine motor skills which have been refined through the use of continued, consistent spacing of drawing with a pencil. The introduction of artist research is not introduced to students until the end of cycle 3 as they now have an understanding of a range of materials and can make links to the materials used by other artists and designers. In the final project in cycle 3 students use the skills mastered so far to learn about the more complex skill of one point perspective. Students look in depth at the work of the artist Hundertwasser, now they have basic analytical skills learnt in cycle 2 they can discuss in more detail the art work and start to develop personal judgements and opinions; due to the positive experiences students have encountered so far they now feel empowered and ready to take on a more challenging project where they have to start making creative decisions relating to composition and the formal elements.



Year 8 cycle 1 - Students are introduced to the theme of portraiture, this builds on the formal elements and the key concepts taught throughout year 7. Students start with the basic shape of the face and how to use measurements when dividing the face up to establish the correct positioning of the facial features. Once this is mastered they then move onto observational studies of the facial features in pencil, techniques such as the gridding technique are revisited from year 7 along with new techniques such as breaking down the image into steps using instruction sheets. Students use their knowledge of tone to apply rendering to the facial features in pencil using a tonal worksheet. The unit is completed by students consolidating their knowledge of the facial proportions and how to observe the features and creating a full face pencil self-portrait observation.

Year 8 cycle 2 - The portraiture unit is extended and developed into a self-identity unit of work, students are encouraged in this project to personalise their work and begin to make some of their own creative decisions. Students continue to build on their skills of researching the work of other artists and designers by researching the artist Teesha Moore and experimenting with her mixed media techniques. The cycle is completed with a mini project focussing on the human figure. The skill of observing is constantly revisited throughout the cycle, students draw from a wooden mannequin figure and learn about the proportions of the human figure; this develops into movement and expression with students researching the art movement futurism.

Year 8 Cycle 3 - This cycle gives students an opportunity to sample processes and techniques they may encounter if they selected art as an option subject in year 9. The cycle focusses heavily on experimentation and students have to increasingly make their own creative choices within their work. The skill of typography is introduced and students research this theme focussing on different forms of typography. Links are made to artists such as Jon Burgerman and the surrealist movement.

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.

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.

In year 10 cycle 1 students start their personal submission, HPA students explore and select a personal theme of their choice, and other students start their work on the comic book art project. Students start by researching their chosen theme and creating a series of mind maps discussing and explaining their thought processes. Students are then introduced to artist research, the expectation is that students use the skills learnt in year 9 and now work more independently and develop their own artistic style whilst at the same time allowing themselves to be influenced by the artists they have chosen to study.

Cycle 2 is centred on development and refining ideas. Students build on their knowledge of composition from year 9 and now start to draw out initial composition ideas working towards a final outcome. Students are encouraged to annotate their designs and be able to competently discuss their ideas and reasoning behind their design choices.



Cycle 3 students are introduced to A04 and the creation of a personal and meaningful final outcome. Students need to be able to reflect on their experience in years 9 and 10 and assess their strengths and weaknesses so that they can then make the appropriate choices when it comes to selecting materials for their final outcome. Students are encouraged to create a visual diary of their final outcome so that the creative process can be documented and evaluated with ease.

Year 11 cycle 1 and 2 is centred on students making final refinements to their A04 submission and ensuring all gaps are filled within their final portfolio submission this is done mostly through intervention. In cycle 2 and 3 students are introduced to the externally set task students consolidate their 5 year learning journey and work independently on their exam piece set by AQA concluding in a 10 hour exam.

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

- The requirements of the GCSE AQA Art Craft and Design course.
- Individual staff member's expertise and powerful knowledge of the subject.

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 navigators. 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