

Subject: Art

Curriculum Principles

By Year 11, a student of Art at Dixons Newall Green will:

- Develop their art practice through a considered and inclusive curriculum allowing students to explore the world around them through a different artistic lens.
- To develop the ability to engage critically with art, history and art/ creative concepts.
- Have in depth understanding to why we study art in school and how it enriches our education and lives.
- Students will further understand the impact and power art can have to understand and access the world around them.
- Each student will have the opportunity to explore their own identity through art and learn how to express themselves and the identity of others.
- Develop their knowledge of artists, movements and history to contextualise their learning and the ability to critically analyse artwork throughout art history.
- Pupils are provided with the opportunities to be independent, creative and explorative practitioners.
- Pupils will develop a range of skills and techniques in drawing, painting, 3D sculpture, mixed media, digital and a variety of media.
- Pupils will explore and build an understanding for a range of different cultures.

Our unifying 'sentence' is "Art allows for students to develop the skills and knowledge for their creativity to flourish their abilities and methods of thinking. Creating a personal tool kit to better understanding of the world around them."

In order to achieve a true understanding of Art, topics have been intelligently sequenced based on the following rationale:

- The art and design curriculum are inclusive to all social and cultural backgrounds.
- Planning to encourage self-expression and creativity and can build confidence as well as a sense of individual identity.
- It aims to encourage independent and proactive students in all their learning throughout KS3 and KS4.
- Knowledge and skills will be embedded from KS3 to KS4, creating confidence for each student to have the ability and support to know how to create successful artwork.

The Art curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- by ensuring all students have a chance to access and understand art to build their own perceptions of how art is created and interpreted.
- by ensuring each student develops their skills, knowledge, and techniques.
- by allowing students to be able to access artists, movements and art history to better understand the world around them.

We fully believe Art can contribute to the personal development of students at Dixons Newall Green:

- By building skills such as problem solving and critical thinking which can help beyond the art classroom.
- Through giving students the confidence and ability to express themselves and discover their identity.
- Through having a space and chance to express their ideas, thoughts and work creatively.
- Pupils will learn how to communicate their thoughts and respond to issues and topics in the world around them.

At KS3 homework is a chance for students to find engaging topics to lead and inspire their artwork, this will interlink into their classwork.



Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Each student will learn about a range of artist and designers, while learning the wide range of careers available in the arts.
- By learning about courses and opportunities in the arts beyond high school available to students.
- Through working with arts organisations and see artists, designers and creatives at work.
- Find personal inspiration to respond valuably to projects in lesson, students able to explore and develop their methods of thinking.

A true love of Art involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Students are given sketchbooks in KS3 to build and develop the skills and ability needed in GCSE Art and Design.
- Students will expand and master skills with a range of media and resources to prepare for GCSE.
- Students will develop their understanding of art of the past and current contemporary art world. Exploring how each artist has contributed to the art landscape.
- Within the curriculum each student will understand how and what it takes highly achieve in GCSE through assessment objectives which have been embedded in art and design since year 7.

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at Key Stage 3 and 4, to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 7 Revision, introduction and expansion	Domain	Why Study Art? Formal Elements- Line, texture, Form, Shape, Space and colour. Formal Elements are often used together, and how they are organised in a piece of art determines what the finished piece will look like.	Colour Theory Develop an understanding of colour mixing which is informed by the theory. While developing on the skills learnt in cycle 1 when studying the formal elements. While exploring artists and their use of colour and media. Students will also learn about artists, how they work and why they create artwork which focuses on history, culture and society. Students will learn to critically analyse artist work, skills and in-depth meanings.	Ocean Conservation Students are to explore a topic based on critical issue of plastic pollution and risks which are happening to our oceans and SeaLife. Building on skills developed in cycle 1 and 2, while exploring new artists historical and contemporary and exploring the skills required to work in a range of techniques and styles. Students will look at cross curricular issues while exploring concepts of art is activism and creating awareness in their own artwork.
	Reading	Keywords Learning about a range of artist's work, context and analysis.	Keywords Artist analysis, contextual and skill evaluation.	Learning about historical artists such as Ernst Haeckel, Hiroshige and learning about different careers and cultures. While exploring more contemporary artists such as Leo Nahon French illustrator/ tattoo artist and SD sculpture artists.
	Writing	Analysis To be able to respond to artists work, describing, evaluating the context of the artwork and then overall effects of the artist's work.	Artist analysis, contextual and skill evaluation. Able to write own contextual, skills and historical analysis of artworks and movements.	Artist analysis, social awareness of societal issues context to artist's work. Ability to understand and write about historical and contemporary artwork and movements.
	CEAIG	Bigger picture Creating an understanding of the formal elements which are seen throughout all artworks. Students will develop the ability to identify a range of formal elements in art.	Students will be able to further develop skills from Cycle one. Each will produce an artist response, learning to work in the style of the artist with skills learnt.	Students to continue to develop skills with confidence throughout their art education. To be able to produce guided projects which prepare them for the understanding of skills and process of GCSE.
YEAR 8 Development and expansion YEAR 8	Domain	Textile/ embroidery Otomi	Portraiture	Symbolism in Art
	Reading	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
	Writing	Keywords Artist analysis Consolidating concepts	Keywords Artist analysis Consolidating concepts	Keywords Artist analysis Consolidating concepts
	CEAIG	Bigger picture- How artists work and how to work like an artist. Creating an understanding of the formal elements which are embedded in all artworks. Students will develop the ability to identify a range of formal elements in art and techniques required as revisited and developed since Y7.	Bigger picture- How artists work and how to work like an artist. Creating an understanding of the formal elements which are embedded in all artworks. Students will develop the ability to identify a range of formal elements in art and techniques required as revisited and developed since Y7.	Bigger picture- How artists work and how to work like an artist. Creating an understanding of the formal elements which are embedded in all artworks. Students will develop the ability to identify a range of formal elements in art and techniques required as revisited and developed since Y7.
	Domain	Gothic Architecture	Digital Still Life Drawings	Cultures
	Reading	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.
YEAR 9 Consolidation	Writing	Keywords Artist analysis Consolidating concepts	Keywords Artist analysis Consolidating concepts	Keywords Artist analysis Consolidating concepts
	CEAIG	Bigger picture- How artists work and how to work like an artist. Creating an understanding of the formal elements which are embedded in all artworks. Students will develop the ability to identify a range of formal elements in art and techniques required as revisited and developed since Y7.	Bigger picture- How artists work and how to work like an artist. Creating an understanding of the formal elements which are embedded in all artworks. Students will develop the ability to identify a range of formal elements in art and techniques required as revisited and developed since Y7.	Bigger picture- How artists work and how to work like an artist. Creating an understanding of the formal elements which are embedded in all artworks. Students will develop the ability to identify a range of formal elements in art and techniques required as revisited and developed since Y7.
	Exam Spec	AQA	AQA	AQA- Mock Exam
	Domain	Drawing Painting Research Analysis Composition Presentation Ideas generation Surface pattern design Mono-printing Block printing Transfer printing Evaluating, refining and improving outcomes. Photography Photoshop Evaluating, refining and improving outcomes. Skill build workshop with issue based artwork.	Building on all prior skills. All practical processes Research, analysis & response Presentation Generating ideas Evaluating, refining and improving outcomes. Coursework- Based off previous exam questions to prepare students for Y11.	Building on all prior skills. All practical processes Research, analysis & response Presentation Generating ideas Evaluating, refining and improving outcomes. Coursework- Based off previous exam questions to prepare students for Y11.
YEAR 10 Sophisticated mastery	Exam Spec	AQA Mock Exam Unit / CW GCSE Assessment objectives All prior practical understanding Research, analysis & response. All practical processes Research and analysis Presentation Generating ideas Evaluating, refining and improving outcomes	Exam GCSE Assessment objectives All prior practical understanding Research, analysis & response Exam preparation	
	Domain			
YEAR 11 Nuanced manipulation	Exam Spec			

*A powerful, knowledge-rich curriculum teaches both **substantive 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 all-through curriculum.



Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	04.09.2023	11.09.2023	18.09.2023	25.09.2023	02.10.2023	09.10.2023	16.10.2023	06.11.2023	13.11.2023	20.11.2023	27.11.2023	4.12.2023	11.12.2023
Cycle 1	The Big Draw	Why we study Art?	Formal Elements	Formal Elements	Formal Elements	Formal Elements	Formal Elements	Formal Elements	Formal Elements	Formal Elements			
	Learning illustration and drawing styles.	Engaging students on why it's important to study art in schools. Art as activism- Banksy Tate	Line- Keith Haring How to work in the style of an artist and address social issues of today.	Line-Mark making	Texture- Using tone and mark making to create texture observations.	Shape and Form. -Shading -Form -Composition	Shape and Form -Barbara Hepworth -Using shapes and form to create a character inspired by Hepworth.	Shape and Form Artist response. -Using shapes and form to create a character inspired by Hepworth	Colour Theory Media- Watercolours , colour mixing.	Colour theory Media- Oil Patels colour mixing and blending.	Formal elements- Space	Formal elements- Colour	Formal element- Colour
	01.01.2024	08.01.2024	15.01.2024	22.01.2024	29.01.2024	05.02.2024	12.02.2024	26.02.2024	04.03.2024	11.03.2024	18.03.2024	25.03.2024	26.02.2024
Cycle 2													
	Bisa Butler- Colour Project	Bisa Butler- Colour Project	Bisa Butler- Colour Project	Bisa Butler- Colour Project	Ocean conservation Project- Tonal Observational drawing	Ocean conservation Project- Tonal Observational drawing		Ocean conservation Project- title page- typography	Ocean conservation Project- title page	Ocean conservation Project- title page	Ocean conservation Project- Ersnt Haeckel artist studies		Ocean conservation Project- Ersnt Haeckel artist studies
	15.04.2024	22.04.2024	29.04.2024	06.05.2024	13.05.2024	03.06.2024	10.06.2024	17.06.2024	24.06.2024	01.07.2024	08.07.2024	15.07.2024	22.07.2024

Cycle 3

Ocean
conservation
Project-
Study page of
Hiroshige
Japanese
artist

Ocean
conservation
Project-
Study page of
Hiroshige
Japanese
artist

Ocean
conservation
Project-
Study page of
Hiroshige
Japanese
artist

Ocean
conservation
Project- Leo
Nahon artist
study

Ocean
conservation
Project- Leo
Nahon artist
study

Ocean
conservation
Project- Leo
Nahon artist
study

Ocean
conservation
Project-
Mixed media
artist
response

Ocean
conservation
Project-
Mixed media
artist
response

Ocean
conservation
Project-
Mixed media
artist
response

Ocean
conservation
Project-
Mixed media
artist
response

Ocean
conservation
Project-
Recycled
Sculptures

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Project-
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