

## Art, Craft and Design

### Curriculum Principles

**By the end of their secondary education, a student of Art, Craft and Design at Dixons Broadgreen Academy will:**

- know the skills and attributes needed to be a practitioner of the Arts. In completing their education in the arts, students will be able to contribute as confident citizens and professionals to the cultural, social, political, creative, economic, and emotional success of society. Students will be able to actively engage in debate and discuss about art they observe from both contemporary and historical sources and refer to their own practice to articulate their own opinions. Students will be exposed to a wide range of skills, techniques and processes in 2D and 3D materials in order to equip themselves with the skills, knowledge and understanding needed to make informed choices about continuing their practice in the arts at KS5 and beyond.
- Understand the importance of visual literacy and will be able to apply their skills of perception to clarify the interplay between the intellectual knowledge of the natural, virtual and made world, with the tactile and intelligent making skills formed through direct engagement with materials, tools, design skills and processes. They will use their knowledge of visual language to be able to analyse, interpret, understand and communicate the visual world around them. Students will understand how to work purposefully in a creative environment to produce work that shows technical competence in a wide range of media. Students will enjoy learning how to actively engage, take imaginative risks and experiment with materials and processes.

**Our unifying ‘sentence’ is: “The Art department ensured that students appreciated all forms of Art and understood its power and purpose to enrich our human existence. “**

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

- the Art, Craft and Design curriculum is inclusive to all social and cultural backgrounds of race, gender, disability, sexuality and identity.
- it aims to enable all to engage with art and for students to be proactive in their learning. Students from KS3 through to KS5 will participate in, experiment with, invent and create their own works of art. They will use sketchbooks and create portfolios of work to support their art, craft and design work – knowing the value of holistic learning and demonstrating the academy’s values and drivers will ensure students can meaningfully express themselves.
- Knowledge, skills and understanding within Art and Design will be built upon as students’ progress through the academy from KS3 and be relative to the key stage and age of students. In KS3, 100% sheets and teachers’ resources will support the development of art theory and key knowledge that will be tested through ‘Do Now’ and written critical analysis of art. Students will know how to apply the visual elements to their artwork in order to achieve successful outcomes, both in 2D and 3D forms.

**The Art, Craft and Design curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills:**

- In our autonomy we shape our curriculum to be challenging and powerful in addressing social disadvantage, embedding British values, morals and spirituality. We make cross curricular links to highlight the importance, function and purpose of Art, Craft and Design in society.
- We will ensure that all socially disadvantaged students have experience of a diverse range of Art from different cultures, historical periods and social backgrounds to increase pupils’ cultural capital and schema of the Arts. Students will be provided with access to materials and resources to support their creative and personal development – both through lessons and extra-curricular sessions.



- The Art and Design curriculum is inclusive of all students no matter their circumstances, social setting, cultural or religious beliefs, gender, sex or race.
- Within our Art and Design lessons, modelling and making with students and using such tools as the visualizer will support students in developing confidence. Sketchbook investigation at KS3 and reference material will be differentiated and tailored to pupils' interests giving pupils autonomy in their work.
- At Dixons Broadgreen Academy, we value opportunities to enrich our curriculum by offering valuable learning experiences such as field trips to gather imagery from primary sources and by exploring artworks first hand, through visits to galleries, artist workshops and museums. Our year 9 students annually enter the Dot- Art School competition. We celebrate and showcase our students' creativity through whole school displays, events, school exhibitions, school magazine and our Art, Craft & Design Department Twitter page.

### **We fully believe Art, Craft and Design can contribute to the personal development of students at DBA:**

- We give students the opportunity to record their own ideas and experiences and express their opinions – both as an individual and as a group through methods such as 'Turn and Talk' and 'Show Call'. Studying art in lesson, and as an extra-curricular activity, will give a voice to all students enabling them to reflect on their beliefs, values and experiences as young people and use their imagination and creativity to develop curiosity about their personal journey.
- Studying Art and Design will offer students the opportunity to debate and discuss artwork and the themes within both contemporary and historical sources.

### **At KS3, KS4 and KS5, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

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

- Through lessons, assemblies and school events we share with our students our ambition for them to access further and higher education and we educate them about career choices and opportunities within the Creative and Cultural industries.

### **A true love of Art, Craft and Design 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:**

- GCSE portfolios are marked holistically and require students to evidence their knowledge of artists, experiment with materials and processes and observe and record skills and outcomes on a theme. BTEC portfolios will enable students to respond to design briefs and themes relevant to industry. At KS3, students will sample and be taught to develop their creativity and ideas and increase proficiency in their execution of a broad range of techniques and processes - they will build confidence in risk taking and safely failing across 2D and 3D methods of making before they embark on mastering technical skills in more depth at KS4.
- We have specialist tailored KS4 masterclasses in Photography and Art and Design to ensure students are well prepared for GCSE.
- We offer afterschool clubs to support pupils' social development through participation in purposeful art projects such as involvement in set designs and props for school productions or school displays.
- We offer A- Level courses at KS5 in Art & Design and Photography endorsements.





Year 8 art	Week 0	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
Cycle 1	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Orientation	Baseline Protest art intro Raised fist Line drawing Borge Bredenk	Baseline Colour tone Skin tones Raised fist Colouring pencils	Baseline Typography Black lettering Slogan/title Bob & Roberta smith	Protest art Typography Adding water-colour To protest art Title/slogan	Protest art Picasso Guernica Research Semi analysis	Protest art Guernica Symbolism viewfinder Drawing / oil pastels/	Protest art Guernica Create News-paper article about Guernica	Protest art Assessment Anti war sign Collage Draw symbols Or objects	Protest art Anti war sign Collage Or objects	Protest art Anti war sign Zen tangle to design	Protest art Final outcome Brain dump Research page Mood board	Protest art Final outcome Draft ideas for Own Protest artwork
Cycle 2		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Protest Art Final outcome Sketch final idea	Protest Art Final outcome Continue add Colour	Urban Art Graffiti Historical overview Mind map	Urban Art Debate For or Against Graffiti as an art form	Urban Art Typography Tag / Bubble / wild style	Urban Art Complete Tag /Bubble / wild style add colour <u>Exam week</u> Assessment	Urban Art Alecks Cruz semi 3d letter drawing <u>Exam week</u>	Urban Art Colour theory Complementary analogous	Urban Art 3d letter design sheet Use add on shapes /motifs	Urban Art Draw and cut out a4 size front + back letter out of cardboard Adding sides to letter	Urban Art 3d card construction Masking tape letters	Urban Art Brown gum strengthening letters	Urban Art Creating 3d arrows or motifs and attaching to letter
Cycle 3		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
				Term 5					Term 6	Summer Exams 17 - 10/12		Data 3 Planning 3		
		Urban Art Recap colour theories Painting letter	Continued Colour 3d letter. Evaluation.	Mexican Art Intro Research page Day of the dead	Mexican Artist research. Frida kahlo/ Deigo Rivera	Mexican Aztec patterns Patterns/ folk art designs	Create tessellation using Mexican motifs/patterns/ Aztec designs	2 colour Polystrene Print Assessment task	Continued 2 colour poly print . Background on A3 sheet.	Observational drawing skull Monochromatic colour with inks	Decorate ink skull with designs with poster paint Dots with sticks	Combine ink skull with print. Refine with black pen.	Create paper cut patterned Borders for Mexican skull artwork	End of year quiz appreciations

Yr 9 art	Week 0	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
Cycle 1		W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Orientation	Tim Burton analysis using SEMI (Baseline).	Tim Burton analysis using SEMI (Baseline).	Stylized tree drawing using monochrome materials.	Drawing of chosen background (perspective and depth).	Painting of own background (Acrylic).	Figure drawing (proportions)	Developing character idea	Final Character drawing	Wire armature	Building up figure (plasticine)	Building up figure (plasticine)	Portrait head
Cycle 2			W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Painting model	Preparing for animation (photography)	Intro to 'Under the microscope' and marbling task.	Working onto a prepared surface (own marbled paper)	Petri dish clay	Petri dish clay	Petri dish decoration	Analysis of Marilee Salvador	Analysis of Marilee Salvador and printing theory.	Drawing up image (Tracing paper and polystyrene)	Print 1- 3 x 1 colour prints	Print 2- 3 x 2nd colour (reduction)	Catch up/ working into print/s
Cycle 3		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
				Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
		Collating of work (into sketchbook) and evaluation	Intro Sarah Graham and begin grid drawing	Complete grid drawing.	Apply colour (pastel or pencils)	Apply colour (pastel or pencils). Discuss own object to	Taking own photographs (staging methods/ techniques)	Preparing grid and begin drawing chosen composition.	Complete drawing.	Underpainting.	'Blocking in.'	Painting of highlights and shadows. (Shades and tints).	Adding details.	Celebration

Year 10 Art GCSE	Week 0	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
Cycle 1	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Orientation	Role models GCSE Introduction Drawings skills practice Grid portrait Tonal A3	Role models Intro A01 Revise proportion portraits Mood board Annotation Artist pages Semianalysis Patrick Boyer	Role models Brain Dump 'Role models' Research / select role model pp Photoshop skills Digital collage	Role models Grayson Perry Mono print of role models Linear / gestural drawing qualities Combine Chinecole Tissue paper	Role models François Nielly Semianalysis Colour theory Expressive colour Acrylic paint Palette knife	Role models François Nielly Continued Expressive colour Acrylic paint Palette knife	Role models Rembrandt Chiaroscuro Self portrait Photography & Charcoal study	Role models Text portraits Shirin Neshat Pen & ink Typography Photocopy / photograph	Role models Role model Portrait studies To develop ideas	Role models Role model Portrait experiments with media Mixed media	Role models Final outcome A04 Mixed media	Role models Final outcome A04 Mixed media
Cycle 2		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Role models Final outcome A04 Mixed media	Role models Final outcome A04 Mixed media	Role models Final outcome A04	Exam week Final outcome A04	Role models Exam week Final outcome A04	Role models DIRT Improve A01 focus	Role models DIRT Improve A02 focus	Role models DIRT Improve A03 focus	Sea-life Introduction Brain dump Sea life Mood board	Sea-life Natural form Observation drawings	Sea life Natural form Observation drawings Mixed media	Sea life Natural form Observation studies Mixed media	Sea life Sculpture Research Yayoi Kusama / Diane Lubinski / Peter Randelle page / Julie Dodd /
Cycle 3		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
				Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
		Sea-life Process Clay	Sea life Process Clay Recording development	Sea life Process Wire / Modroc	Sea -life Process Wire / Modroc Recording development of ideas	Sea-life Process Plaster Recording development of ideas	Sea life Process Recycled Media Recording development	Sea life Sculpture Design ideas sheets 2-3 pages	Sea -life Develop Maquette of final sculpture	Sea-life Create /make Final sculpture	Sea life Create /make Final sculpture	Sea life Create /make Final sculpture	Sea life Evaluation Recording and Documenting work.	End of year celebration

YR 11 BTEC	Week 0	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
Cycle 1	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Orientation	Complete wire maquette. Take photos and write process page.	Paper manipulation and introduction to Anthony Caro.	Anthony Caro analysis & make paper/ card maquette.	Paper / card process page. Sustainable sculptures and D.I.R.T.	Intra client presentation (approach to brief & chosen theme). Begin initial ideas.	Continue with initial ideas. Create initial ideas PPT slide (Client presentation). Begin developed ideas.	Complete developed ideas and begin final idea (with Development review. Proposed construction	EXAM WEEK Begin to make final sculpture.	EXAM WEEK Make final sculpture .	Make final sculpture .	Make final sculpture .	Make final sculpture .
Cycle 2		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Quality finish and complete 'finish' slide.	Site dimensions and proposal to client (PPT). (2 lessons).	D.I.R.T x3	Introduction to exam process/ practice.	Introduction to exam process/ practice.	Introduction to exam process/ practice.	Introduction to exam process/ practice.	Introduction to exam process/ practice.	EXAM- Delivery of exam theme. Initial planning.	EXAM- Activity 1 Project development	EXAM- Activity 1 Project development	EXAM- Activity 1 Project development	EXAM- Activity 2 Development review
Cycle 3		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
				Term 5					Term 6	Summer Exams Y7- 10/12		Data 3 Planning 3		
		EXAM Activity 3 Final response	EXAM Activity 3 Final response	EXAM Activity 3 Final response	EXAM Activity 4 Client portfolio	Collating of evidence. Photographs and preparing for exhibition.	Preparing for and setting up for exhibition.							

