

Curriculum Overview

Subject: Art & Design

Ambition

By the end of Year 11 a student of Art and Design at Dixons Trinity will:

- Develop a fluency in visual language. Students will use visual language to communicate personal ideas, responses to themes and independently develop narratives to their work.
- Think critically about their work and the work of others. Students will be inspired by wide ranging, diverse historical and contemporary movements, artists, and designers. To support this, students will have an experience of expeditions to galleries and exhibitions, and/or working with visiting artists and designers.
- Acquire powerful knowledge as they are exposed to a broad range of materials and processes. We provide access to highly specialist equipment and support so students can possess a range of skills in different in media.

Department Sentence

"The Art and Design Department ensured students had the skills and knowledge to be successful creatives that question the world around them, think the unthinkable and the not yet thought."

Principles

• Intelligent sequencing of powerful knowledge

- Students' procedural knowledge gradually builds in rigour as students' progress through the context of different project-based work. Their skills developed may be the same, the context is not. Our projects are designed to develop our students, as practising artists and designers, with fluency in visual language a common thread. The constant retrieval and enhancing of procedural knowledge has proven to be successful with historical exceptional results (A8 +7.71, P8 + 2.87 2023/24)
- Students develop investigation skills through critical analysis of contemporary and historical references, where students can understand how visual language is used and how artists approach a concept. Experimentation enables students to explore and take risks with different media and techniques to enhance their disciplinary knowledge. Observation allows our students to record their ideas insights on their creative journey, using primary resources to develop authentic personal responses. Students realise their informed creative intentions and learn how to independently develop and curate their portfolios to produce a creative and imaginative narrative.'
- All students will learn how to create personal responses and narratives in project-based work in response to a broad range of themes and concepts. Our students are empowered to begin a journey of self-expression and develop an awareness of their own identity and an appreciation of our differences and experience how opinion and debate are intrinsic to the Art & Design curriculum through its subjective nature. We advocate for students to explore controversial themes in society with a view to support their imaginative and individual artwork. This is also supported by House competitions, Stretch projects, co-curricular and extra-curricular activities such as clubs and trips.
- Literacy and reading fluency are integral to our lessons; student read texts about artists/designers/movements and contextual information. They are required to complete written analysis, annotate and evaluate their own work throughout their projects using technical specialist vocabulary. 'Reading Reconsidered' teaching strategies are used to show students how to interpret texts about artists/designers and in turn develop their critical analysis skills.
- We are committed to our ED&I policy. Students will learn about, research and explore relevant and significant artists, craftspeople and designers from diverse genres, periods, cultures and include both male and female as well as LGBTQ+ practitioners. For example: we address issues of colourism by teaching how to accurately match all skin tones. We teach about ethically conscious creativity.

• Beyond the National Curriculum

- Our students experience art and design education through four disciplines: Art, Photography, Textiles and 3D Design. The substantive knowledge that underpins these specialisms is the same, however allowing different approaches to art and design education allows students more opportunities for mastery and to be successful. Fluidity within these specialisms echoes how professionals work in the creative industry. Students have access to art and design resources through extra-curricular experiences, expeditions and competitions.

Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from reception through to Year 11, in order 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*			
		Art	Textiles	3D Design	Photography
Year 7 <i>Narrative: Identity</i>	Concepts	Tone, texture, form, pattern, proportion, portraiture	Line, colour, tone, portraiture, self-expression, surface design	Form, shape, colour, manufacturing	Self portrait photography (art)
	Procedural Knowledge	Observational drawing, paint mixing, collage, facial proportions, tonal drawing, clay sculpture	Decorative techniques - hand and machine, illustrative drawing, colour mixing and dyeing	Technical drawing, CAD, designing for purpose, hand tools, machinery, finishing, colour mixing, mark making, collage	Urban texture photography
Year 8 <i>Narrative: The Everyday</i>	Concepts	Texture, tone, colour, composition, abstract	Texture, colour, pattern, form, surface design and fashion, composition	Form, tone, shape, abstract, experimental composition,	Urban texture photography (art)
	Procedural Knowledge	Photography, clay, printmaking, painting - watercolour and acrylic, mark making, observational drawing	Decorative techniques - applique, mark-making, observational drawing, print design, collage, fashion illustration	Sculpture design, carving, moulding, paper modelling, rendering	Basic DSLR camera operation (art)
Year 9 <i>Narrative: Natural Forms</i>	Concepts	Line, colour, tone, proportion, composition, abstract.	Line, colour, form, texture, surface design, composition, abstract	Visual elements, understanding a client, product design, manufacturing, scale, proportion	Visual elements, compositional elements, technical DSLR camera operation, photographic editing, lamp lighting.
	Procedural Knowledge	Observational drawing and painting (watercolour, ink, acrylic), basic photography, mono printing, Lino printing,	Observational drawing/photography, experimental drawing, mark making, decorative techniques (free machine embroidery), fabric manipulation, print dyeing, construction techniques	Sculpture (clay, mod rock, resin), CAD CAM, machinery skills, print, pattern design, mark making, observational drawing, photography	Canon 4000D camera operation, Adobe Photoshop, sketching, printmaking
Year 10 <i>Narrative: Structure Human Forms</i>	Concepts	Visual elements, composition, abstract, proportion, perspective	Visual elements, architecture, surface design, fashion, soft sculpture, abstract, figurative, proportion.	Visual elements, understanding a client, product design, manufacturing, scale, proportion, perspective	Visual elements, compositional elements, studio lighting set up (2 soft boxes), perspective, proportion, photography,
	Procedural Knowledge	Mark making, continuous line drawing, tonal painting, photography, Monoprinting, Lino printing, Photoshop, collage, perspective drawing.	Observational drawing, mark making, decorative techniques, manipulation, toiling, pattern cutting, construction techniques, fashion illustration, print, fashion design.	Sculpture (clay, mod rock, resin), CAD CAM, machinery skills, print, pattern design, mark making, observational drawing, photography perspective drawing, isometric drawing,	Canon 4000D camera operation, Adobe Photoshop, studio lighting arrangement, printmaking, mark making, photocollage, scanography.
Year 11 <i>Exam theme</i>	Component 1 (unseen brief from exam board released in September) Component 2 (unseen brief from exam board released in January)				

***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 the Trust website, for further information about how we have designed our curriculum around these concepts .**

Homework

From Y7 onwards, 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 for every year group and is tied to Morning Meeting.

In addition, to support depth of learning and retrieval of powerful knowledge specifically in our subject domain we also:



- Additional home learning is given at lower school, when appropriate, through drawing-based tasks to enhance procedural knowledge or disciplinary knowledge when researching specific artists/designers/movements. At upper school students continue to enhance this type of knowledge at home by developing their personal responses in their project-based work.