

## Creative Design - Art

### Curriculum 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 Year 7 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*			
	Cycle 1	Cycle 2	Cycle 3
YEAR 7	Introduction to the formal elements, equipping students with the skills and key language they will require to progress throughout Art. Key areas that will be covered are Line, Tonal Value, Shape, Form, Space and Colour.	Students will apply the knowledge and skills developed in C1 to a range of tasks throughout the project encompassing and exploring 2D and 3D skills and techniques through printmaking, design ideas and the use of clay.	In C3 students will be developing their knowledge and understanding of the formal elements exploring the work of British Textile designer Lucienne Day, through traditional Art, Craft and Design techniques.
YEAR 8	Students will explore Mark making and the purpose of and application in drawing. Students will revisit the formal elements deepening knowledge and understanding and consolidating drawing skills.	In C2, students will explore Expressionism and Abstract Art through the work of Kandinsky, looking at and developing knowledge of Kandinsky's pivotal role in the development of pure abstraction.	In C3, students will continue their journey through abstraction exploring Cubism, the move towards abstraction and a new way of seeing and the ongoing impact on contemporary design.
YEAR 9	<b>Unit 6: Contextual references in Art and Design</b> Students will begin their journey through a range of art movements and styles to build their knowledge and understanding of historical and contemporary practice, and the major influence major movements have on contemporary design. They will also investigate the other taking into account economic and social issues. As well as developing their contextual knowledge, students will develop their understanding of the production of art through practical investigations.		
YEAR 10	<b>Unit 1: Introduction to specialist pathways in Art and Design</b> Within this unit, students will have the opportunity to develop the skills and techniques learnt in KS3. They will also develop their skills and techniques further, exploring more advanced techniques and processes, for example within printmaking and painting. Within the brief, students will be able to work within the following disciplines; design crafts, textiles, photography and visual arts. Students will learn how to select specialist techniques, adhere to health and safety guidance, complete risk assessments whilst maintaining an ongoing journal of working practice. Within their journal of practice, they will develop a language allowing them to record the formal elements whilst reviewing and evaluating their progress.		
YEAR 11	<b>Unit 3: Communicating ideas in 2D</b> Within this unit, students will develop their skills, knowledge and understanding of how 2D visual language, can be used in different ways through a range of mark making techniques and using a wide range of media to develop their own ideas. Through their investigations, they will explore and investigate examples of 2D work by designers, artists and craftspeople and how the visual language is used to record information or to communicate ideas or messages successfully.		<b>Unit 2:</b> Externally set task

\*A powerful, knowledge-rich curriculum teaches both declarative 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.

