

Art and Design

Curriculum Principles

By the end of their education, a student of Art and Design at Dixons Brooklands Academy will:

- Appreciate all forms of Art from around the world and understand its power and purpose to enrich our human existence.
- Have developed fine motor skills that enhance their application of a wide range of media.
- Develop knowledge in a wide range of Artists, Crafts people and Designers both contemporary and historical.
- Possess the confidence and competence to create original, meaningful and purposeful pieces of art.

It is the vision of the Art Department at Dixons Brooklands Academy to equip all young people with the ability to appreciate all forms of Art and understand its power and purpose to enrich our human existence.

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

- The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. Students will gradually develop a depth of artistic skill through the application of procedural and substantive knowledge in a wide range of artistic contexts including working in both 2D and 3D.
- The knowledge and skills selected are sequenced to develop students ideas through investigation that demonstrate critical understanding of sources, refining and exploring ideas, selecting and experimenting with media, techniques and processes, evaluating and analysing the success of their work and finally presenting a personal and meaningful response.
- Projects are planned so that we interrupt the forgetting process to help students commit knowledge and skills to their long-term memory and build upon prior learning. Key skills are repeated in all projects at KS3 to ensure the development of fine motor skills and improve the application of a wide range of media. Whole class feedback enabled students to revisit and improve classwork.
- Our long-term plans and schemes of work are regularly reviewed to ensure that implementation is successful. Formative assessment is continuous and integral to the curriculum in art. It is planned into our schemes of work to progress check, identify misconceptions and inform future planning. Teachers gather live data through observations, retrieval practice and cold call.

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

- Our curriculum is designed around the most vulnerable learners in our community. We are careful not to assume prior knowledge or access to a comprehensive art education as students arrive from local primary schools. We have high expectations of all students and we do not narrow the curriculum based on prior attainment, all students are taught from the same scheme of work so that everyone has access to the same powerful knowledge and skill. However, for true equity, some activities have been appropriately adapted and modelled as required for individuals or groups of students.
- Teachers spend extended periods of time, prioritising disadvantaged students and those from identified underrepresented groups, ensuring that they are implementing effective and preventative strategies for these learners, ensuring highly tailored teaching methods are personalised. Using methods such as peer coaching, targeted questioning, scaffolding, or breakout groups for those students.
- Within each project delivered, we include a wide range of artists, designers and crafts people. This includes both historical and contemporary artists. Studying these artists develops students' cultural capital, allowing students to develop knowledge and understanding of different countries and cultures. They then apply this powerful knowledge to develop and inform their own artist style.
- Diversity is central to the art curriculum, students study a wide range of artists from different cultures. Students are then able to explore artists of their choice in their projects, developing their own sense of artistic identity and autonomy within their work.
- An emphasis is placed on routines, single level chunked instructions and front loading which mitigates cognitive loads for all students and frees up working memory so that students can learn, and teachers can teach. Students with special educational needs or disabilities have additional support. Teachers complete Intervention and Prevention documentation for their classes three times a year which involves selecting the gaps, which students need to close such gaps (with a particular emphasis on disadvantaged students, SEND students, and students on red progress) and the highly tailored teaching strategies that will be used to intervene and prevent these gaps from forming.
- Students have the opportunity to visit galleries and sculpture parks as part of their GCSE course, these visits are funded to ensure all students can access them.

We fully believe Art can contribute to the personal development of students at Dixons Brooklands Academy:

- Students are given the opportunity to record their own ideas and experiences and express their opinions - both as an individual and as a group. 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.



- Students will develop their social competence in Art. They will develop their understanding of how people from different communities and countries have different value sets. They will study a range of influential artwork to understand differences, in backgrounds, gender, religion and disability.
- Lessons incorporate a variety of different activities which are imperative for students to develop their social and mental health. All lessons will require students to communicate with others and at times work in groups. Our lessons are created in a way to support the development of students, to create confident young people and instil a joy of all things creative.
- The Art curriculum has high expectations and challenging activities which push students out of their comfort zones and careful scaffolding of successes and next steps will help students to improve their self-esteem.

At KS3 and KS4, 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.

- At KS3 students are given time to produce extended homework's that run parallel to the skills and knowledge taught in class. They are encouraged to use a wide variety of media, techniques and processes. All work produced at home or at after school club becomes part of their project and marked holistically alongside their classwork.
- KS4 students are expected to produce homework on a two cycle in year 10. This will be completing research, developing original artwork inspired by their chosen artists or completing final outcomes. Provision to complete this work is done through access to GCSE art club.

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.
- We reference friends and colleagues that work in a wide variety of creative jobs and use their work as inspiration for projects, for example the work of Jessica Hogarth is used in our Architecture project delivered to year 7 students.
- Media City in Salford has exposed students to a wide range of courses and apprenticeships within the media industry from games design to film make-up.
- Ex students come into school to talk about their experiences of collage life and the courses they have chosen to pursue.