

Art and Design INTENT: A powerful, knowledge-rich curriculum

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

- Will know the skills and attributes needed to be a practising artist and theorist through the examination and interpretation of various art forms. They will be able to actively engage in debate and discussion about the art they observe from contemporary and historical sources whilst supporting their opinions with background information that identifies how beliefs, values and meanings have been expressed and shared.
- Will be exposed to a wide range of skills, techniques and processes in 2D and 3D materials in order to equip themselves with the knowledge needed to make informed choices about continuing their practice of art at university or a real alternative.
- Will be able to read artwork and will have developed visual literacy skills in order to meaningfully interpret the world around them.
- Will understand how to work purposefully in a creative environment to produce work that shows technical competence in a wide range of media.
- Will take creative risks, experimenting with a variety of materials to develop themselves personally and make positive contributions to the world we live in.

Our unifying 'sentence' is:

"The Art and Design department ensured that all students were able to explore and develop self-expression, by equipping them with the practical skills and opportunities to experiment with media and techniques, and form links between contemporary and historical contexts".

In order to deliver a powerful, knowledge-rich curriculum we have selected knowledge by:

- Carefully considering the threshold concepts and powerful knowledge within Art and Design. In conjunction with guidance presented in the 'Research review series: Art and Design', the very best of art history, the methods and techniques that artists use, the theoretical knowledge of tools and materials and the disciplinary knowledge of art itself have been debated.
- Considering a broad and inclusive curriculum which engages, inspires and challenges students from all cultural backgrounds to have creative freedom whilst respecting the artistic preferences and beliefs of others and religious backgrounds. This ensures it equips students with the knowledge and skills to experiment, invent and create their own works of art, craft and design by increasing their proficiency in handling a variety of materials.
- Ensuring students are encouraged to think critically whilst developing a rigorous understanding of Art and Design. Students will learn about the history of art, craft, and design, including periods, styles, and major movements from historical and contemporary eras. They will understand how art and design both reflect and have shaped our history whilst contributing to the culture, creativity, and artistic wealth of the world around us.
- Sequencing the substantive and disciplinary knowledge through the practical and theoretical study of Art and Design to support the building of schema; enabling students to retain knowledge in their long-term memory. Powerful knowledge and visual literacy help our students to build connections between the various art forms, techniques and methods they are taught.
- Selecting a range of artists, designers and craft-makers who embody the best that has been thought, said and created, as well as those who have fundamentally changed the direction of art and its influence on the world. This multiplicity of artists enables students to make connections from style-to-style and style-to-world enabling them to experience new forms of art whilst respecting and appreciating the artistic preferences of others.
- Working within trust wide cross-cutting team to discuss the most powerful knowledge and the sequencing of this knowledge.

The threshold concepts in our subject are:

- **Mark-making:** A powerful form of communication, mark-making is considered to be the foundation of art. It is a way of thinking visually, and often takes the form of drawing. It can be used for different purposes.
- **Formal Elements:** Works of art consist of formal and visual elements (line, tone, shape, form, pattern, texture, colour and space). These elements are used to build art and are combined in the production of the very best pieces of art.
- **Visual and Emotional Communication:** Art is not solely dependent on language or logic; it has the capacity to communicate directly with our nervous systems. It can evoke emotion and affect our senses.

- **Technical Connections:** Some artists work within established traditions and genres, they take influence and develop ideas and ways of working. They learn the rules and conventions so they can decide when to break them. Others tease and disrupt these in alternative ways. The definitions of art are always developing and changing. By making connections to traditions within art, it encourages creative freedom in the artwork that we produce.
- **Experimentation:** Artists take creative journeys exploring materials, ideas and technologies. Unpredicted outcomes can emerge through purposeful play. Artists take risks and trust their intuition. They embrace 'happy accidents' and learn from 'mistakes'. This gives them the opportunity to reflect and evaluate their own artwork, making them better artists.

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

- The curriculum engages, inspires and challenges students from all cultural and religious backgrounds and is centred around three domains of knowledge: practical knowledge, theoretical knowledge and disciplinary knowledge.
- The curriculum's underlying rationale is that students have to engage in art and cannot be passive in their interaction with learning. Students from all key stages should be able to 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 personally express themselves.
- Knowledge, skills and understanding within art and design will be built upon as students' progress from primary education and through the academy from Year 7 and be relative to the age of students. Knowledge organisers and Frayer models will support the development of art theory, key knowledge and artistic language. They will be quizzed in the 'Do Now' and regular checks for understanding will indicate if students understand the visual elements of their artwork and the artwork of others in order to achieve successful outcomes, both in 2D and 3D forms.
- The level of rigour and challenge develops through each year and key stage and has been planned coherently, building towards cumulative substantive and disciplinary knowledge. The knowledge of the practical, theoretical and disciplinary elements of art builds in difficulty and complexity across the years. This has been mapped coherently across the curriculum. An example of this is in the teaching of core artistic skills in Cycle 1 of Year 7. Following this, students revisit their knowledge of still life drawing and refine their techniques with the study of different artists and the use of different media. The core techniques and skills are revisited and refined throughout KS3 through the study of different artists and their work. At KS4, students are introduced to new and more complex techniques that build on their prior knowledge whilst using a range of additional media to support their progression as an artist.

The Art and Design curriculum will address social disadvantage and actively seeks to tell the stories of the marginalised by:

- Ensuring a wide range of artists are studied from diverse backgrounds and styles, increasing the cultural capital of all students.
- Students will be provided with access to materials and resources to support their creative and personal development regardless of their circumstance.
- Ensuring the curriculum is inclusive for all students no matter their circumstances, social setting, cultural or religious beliefs gender, race or sex.
- Modelling and making with students, using tools such as the visualiser to support students in developing their confidence as artists. Demonstrating work and processes to support students in the development of techniques whilst ensuring they progress independently.
- Providing a range of reference material to support students in their development of knowledge and technique.
- Exposing students to artists from within our local community and external places in which they can access art and design. The study of Liverpool landmarks, important architecture, and work on display at the Tate gallery will support this.
- In Art we follow the 'rigorous reading' strategy used across the school and students read a wide range of selected texts which enhance their academic studies. Reading in class provides opportunities for paired and small group reading.

We fully believe Art and Design can contribute to the personal development of students at Dixons Fazakerley Academy by:

- Art lessons 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 'quiet partners' 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 human beings 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 pieces. Students will be exposed to political art and controversial pieces where artists have challenged our perceptions of right and wrong. Students will understand the purpose of debate and opinion and show this through respecting one another's views.

Art and Design can be used as a vehicle for debate and can often have a lasting effect on society as a whole – students will be encouraged to take part in this with an understanding of what is right and wrong in our morals and values.

- Once immersed in Art and Design, students will develop a variety of methods of working: developing spiritually in studying art will enable students to use creative processes in order to be expressive and proficient in their explorations of materials and processes. Students will be encouraged to use alternative creative processes to engage and motivate themselves and avoid being defined by a creative process orthodoxy. Autonomy will drive students to the realisation of ideas and thoughts about the topic of a scheme.
- Art and Design education at Dixons Fazakerley Academy will always support students in acquiring knowledge and an understanding of the world of art, craft and design. 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 practitioners.
- Topics have been designed to promote the personal development of students; examples include: 'Food Glorious Food', delivered in Year 7, which looks at issues surrounding healthy eating and obesity; 'Birds and Insects', delivered in Y9, covers issues surrounding gender and identity developing awareness of the LGBTQ community and making art in response to exploring their personalities; Art lessons will support students in acquiring knowledge and understanding about the diversity of art, craft, and design. They will learn about relevant artists, designers, and craftspeople from a wide range of genres, periods, and cultures.

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.

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

- The study of Art and Design provides a strong foundation for many professions, especially in the design industry. Many of the skills learnt in art are transferable and can be applied to a wide variety of careers. Art subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. Studying art can promote critical thinking and the ability to interpret the world around us.
- In each cycle, we give the students the opportunity to explore careers within the Art and Design field through our career spotlights.
- In Year 8, students study the 'Liverpool Landscape' and look at how architects create their designs. During Year 9 (in the Pop Art project), students will investigate packaging design, and study how graphic artists develop original work. Students will then be asked to produce their own packaging designs, influenced by Pop Art.
- In-depth career information and jobs which relate to art are highlighted during the weeks leading up to student option choices, and also in GCSE lessons. At GCSE, students study 'Art, Craft and Design' and can produce work in a range of specialisms including ceramics, textile design, graphic art, photography, or fine art. They can find their own route, and develop work which suits their career intentions, style, and interests.
- At KS4 pupils will be given the opportunity to visit one or more of the many galleries or museums in the Merseyside region.
- We host visiting artists each academic year, giving our students the opportunity to engage and work with professionals.

We teach beyond the requirements of the National Curriculum by:

- Lessons in KS3 give students the foundation to continue to GCSE. Students are taught to embrace their creativity, to develop ideas and increase proficiency in the execution of a broad range of techniques and processes. They will build confidence in risk taking and begin to master technical skills.
- Students are given clear starting points; artists are suggested, and resources supplied. Techniques and processes are demonstrated in lessons, and pupils are encouraged to expand on these to develop their own response. They are encouraged to take risks through experimentation. Autonomy will drive students to the realisation of ideas and thoughts about projects.
- By studying 'Art, Craft and Design' at GCSE, students will find the best route for them whilst developing artwork which suits their style and interests. They produce work in a variety of art specialisms including ceramics, textiles, graphic art, photography, and fine art. Projects are broad and will allow students to develop ideas in a personal and independent way.
- An annual summer showcase will take place that will celebrate the work of our students from across all year groups.
- Portfolios are marked holistically and require students to evidence their knowledge of artists, experimentation with media and processes, and to record their development and final outcomes.