

### Curriculum Principles

At Dixons Newall Green Academy, we believe that Art and Design is about more than creativity – it is about developing the skills, confidence, and resilience needed to succeed as individuals and as active contributors to society. Through arts education, our pupils gain the skills and attributes required to become practising artists and craftspeople, equipped to pursue future study or careers in the arts at KS5 and beyond. They are encouraged to contribute as confident citizens and professionals to the cultural, creative, economic, and emotional success of their communities. Pupils develop the ability to actively engage in discussion and debate about both contemporary and historical art, contextualising their thoughts through their own practice. They build strong visual literacy skills, learning to interpret the world meaningfully through art and design, while also working purposefully in a creative environment to produce technically competent outcomes across a wide range of 2D and 3D materials. Most importantly, pupils enjoy opportunities to take imaginative risks, experiment with materials, and embrace mistakes as part of their growth, developing themselves personally as well as learning more about the world around them.

Our vision is for every pupil, regardless of starting point, to leave us as confident, creative, and independent learners equipped with cultural capital, resilience, and the knowledge to make informed choices for their future. We aim to be remembered for empowering young people to use art as a way of understanding themselves, their world, and their role within it.

**Our unifying sentence is “The art department empowered every pupil to discover their creativity, build resilience, and leave confident to shape their own future.”**

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

- The curriculum should engage, inspire and challenge students from all cultural and religious backgrounds. The curriculum’s underlying rationale is that students have to engage in art and cannot be passive in their interaction with learning. Students in KS3 and KS4 should be able to participate in, experiment with, and create their own works of art. They will use sketchbooks and create portfolios of work to support their art and design work where students can personally express themselves. Knowledge, skills and understanding in art and design will be built upon students prior learning.
- The art and design curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills: The curriculum and provision of art and design will support disadvantaged students by ensuring wide ranges of artists are shown from diverse backgrounds and styles. Students will be provided with access to materials and resources to support their creative and personal development.

**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 art and design lessons, modelling and making with students and using such tools as the visualiser will support students in developing confidence. Reference materials will be scaffolded to support students in their lessons through the use of step-by-step guides allowing all students to access the same learning.
- We fully believe art and design can contribute to the personal development of students at DNG.

- Art lessons from the start of KS3 to the end of KS4 at DNG will 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 human beings and use their imagination and creativity to develop curiosity about their personal journey.

**We fully believe art and design can contribute to the personal development of students at DNG:**

- Studying Art and Design will offer students the opportunity to debate and discuss artwork and the themes within both contemporary and historical pieces. 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 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. Autonomy will drive students in realisation of ideas and thoughts about the topic of a scheme or their own personal outcomes.
- In art and design at Dixons Newall Green students will be supported in acquiring knowledge and understanding of the world of art 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.

**At Dixons Newall Green, our belief is that homework should extend classroom learning, encourage independent creativity, and build cultural capital.**

- Homework is purposeful, as all outcomes are reviewed and celebrated. Tasks are explicitly linked to schemes of work, so students can apply what they have learned in class.
- Homework is set through choice boards across KS3. Students select from a variety of tasks such as tonal drawings, digital artworks, artist research, sculpture, textiles or photography, ensuring accessibility with materials available at home.
- Homework develops research and contextual understanding, encouraging students to explore artists, cultural traditions, and career pathways. It promotes students autonomy and ownership, empowering pupils to take imaginative risks and experiment creatively beyond the classroom.
- Consistency with the academy's 100% homework culture is maintained, students upload work via Teams, completion is tracked. The art department also extends the curriculum beyond lessons to enrich cultural understanding and inspire ambition, ensuring homework is meaningful, motivating, and connected directly to classroom practice.

## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at Key Stage 3 and 4, 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.

YEAR 7		Cycle 1	Cycle 2	Cycle 3
		Formal Elements (core skills)	Nature	Sweet Tooth
	Domain	Why Study Art? Formal Elements- Line, texture, Form, Shape, Space and colour. Formal Elements are often used together, and how they are organised in a piece of art determines what the finished piece will look like.	Pupils will strengthen their understanding of colour theory and mixing while applying formal elements to explore the structures and patterns found in nature. They will experiment with a range of media and processes to represent nature and study how artists, past and present, have drawn inspiration from the natural world. Alongside this, students will develop their skills in critical analysis, making connections between meaning, context and technique, and use this understanding to create personal and meaningful outcomes that respond to the theme of Natural Forms.	Through the Sweet Tooth project, pupils will explore the theme of food and confectionery as a source of artistic inspiration. They will investigate how artists such as Sarah Graham and Wayne Thiebaud use vibrant colour, scale and composition to transform everyday sweets and cakes into striking works of art. Pupils will experiment with a variety of media and processes, including drawing, painting and model-making, to develop their understanding of form, texture and proportion.
	Reading	Keywords Learning about a range of artist's work, context and analysis.	Keywords Artist analysis, contextual and skill evaluation.	Keywords Artist analysis, contextual and skill evaluation.
	Writing	Analysis To be able to respond to artists work, describing, evaluating the context of the artwork and then overall effects of the artist's work	Artist analysis, contextual and skill evaluation. Able to write own contextual, skills and historical analysis of artworks and movements.	Artist analysis, contextual and skill evaluation. Able to write own contextual, skills and historical analysis of artworks and movements.
Y E A	CEAIG	Bigger picture Creating an understanding of the formal elements which are seen throughout all artworks. Students will develop the ability to identify a range of formal elements in art.	Students will be able to further develop skills from Cycle one. Each will produce an artist response, learning to work in the style of the artist with skills learnt.	Students to continue to develop skills with confidence throughout their art education. To be able to produce guided projects which prepare them for the understanding of skills and process of GCSE.
		Cycle 1	Cycle 2	Cycle 3

	Day of The Dead	Environment	African Textiles
<b>Domain</b>	Students will explore the Mexican tradition of Día de los Muertos (Day of the Dead), developing both cultural understanding and artistic skills. They will begin by researching the celebration, forming their own opinions and making comparisons with their own cultural traditions. As the project progresses, they will build on their drawing abilities, focusing on tone, composition, and detail, before learning new techniques such as harmonic colour blending, watercolour application, and brush control. By the end, students will combine their research, design ideas, and practical skills to produce a personal final piece that celebrates the Day of the Dead while showcasing their creativity and technical progress	Students will explore the vibrant ecosystems of the Rainforest, learning about its extraordinary biodiversity and environmental importance. Through the study of rainforest plants, animals, and habitats, they will gain a deeper understanding of the natural world and the urgent need for conservation. Using this knowledge as inspiration, students will develop their artistic skills in drawing, tone, printmaking, and acrylic painting. They will experiment with mixed media to express environmental themes and reflect on the relationship between nature and culture.	Students will explore the rich tradition of African textiles, with a particular focus on Ghanaian Kente Cloth. They will build on their prior skills in drawing, tone and colour mixing, while developing new techniques such as weaving and material manipulation. Through research and visual analysis, pupils will learn about the cultural and symbolic significance of Kente Cloth, comparing it with traditions closer to home and forming their own personal responses. They will design and create patterns inspired by their research, experiment with applying colour meaningfully, and develop control over a range of materials.
<b>Reading</b>	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.
<b>Writing</b>	Analysis To be able to respond to artists work, describing, evaluating the context of the artwork and then overall effects of the artist's work	Artist analysis, contextual and skill evaluation. Able to write own contextual, skills and historical analysis of artworks and movements.	Artist analysis, contextual and skill evaluation. Able to write own contextual, skills and historical analysis of artworks and movements.
<b>CEAIG</b>	Bigger picture Creating an understanding of the formal elements which are seen throughout all artworks. Students will develop the ability to identify a range of formal elements in art.	Students will be able to further develop skills from Cycle one. Each will produce an artist response, learning to work in the style of the artist with skills learnt.	Students to continue to develop skills with confidence throughout their art education. To be able to produce guided projects which prepare them for the understanding of skills and process of GCSE.
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>

	East Meets West	Natural Forms	Fashion & Textiles
<b>Domain</b>	Students will begin a mixed-media unit focusing on culture and architecture designed to build confidence in experimenting with different materials and techniques. They will create research pages that combine imagery, drawings and personal opinions, before exploring how to use watercolour, stencilling and acrylic painting to develop layered textures and patterns. Along the way, pupils will study the work of contemporary and abstract artists, strengthening their ability to analyse, experiment and refine ideas. The project will culminate in a personal final outcome that demonstrates strong links between research, experimentation and creative intent, preparing students for the explorative approach of GCSE Art.	Students will develop their confidence with mixed media by exploring a wide range of experimental techniques. They will create concertina booklets, practise expressive drawing, and experiment with processes such as hand stitching, wax trapping, photo transfer and monoprinting. Alongside these practical skills, pupils will strengthen their ability to research, analyse and form personal opinions about artwork, using this to influence their own creative choices. The project will culminate in a personal final outcome that combines their experimental work with ideas inspired by natural forms, demonstrating originality, refinement and control.	Students will explore how fashion and textiles can be inspired by nature, focusing on insects, patterns, and colour. They will begin by researching artists and designers before experimenting with drawing, collage, and colour techniques. Students will learn practical skills in heat transfer dye painting and hand embroidery, applying these to produce textile samples.
<b>Reading</b>	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.	Artist information Art Movements Artist Analysis- context and critically.
<b>Writing</b>	Analysis To be able to respond to artists work, describing, evaluating the context of the artwork and then overall effects of the artist's work	Artist analysis, contextual and skill evaluation. Able to write own contextual, skills and historical analysis of artworks and movements.	Artist analysis, contextual and skill evaluation. Able to write own contextual, skills and historical analysis of artworks and movements.
<b>CEAIG</b>	Bigger picture Creating an understanding of the formal elements which are seen throughout all artworks. Students will develop the ability to identify a range of formal elements in art.	Students will be able to further develop skills from Cycle one. Each will produce an artist response, learning to work in the style of the artist with skills learnt.	Students to continue to develop skills with confidence throughout their art education. To be able to produce guided projects which prepare them for the understanding of skills and process of GCSE.

