

## Our intent - Art

The art curriculum has been rigorously planned to ensure it meets at least the same depth and breadth outlined in the National Curriculum Programme of Study for Art and Design. Schemes of work and curriculum planning are reviewed on an annual basis to reflect both the needs of students and staff specialisms and leaders describe how the curriculum choices for KS3 allow for a ‘rich’ exposure to the formal elements of art.

## Curriculum Implementation and Impact - Art

Each SoW is designed around the explicit teaching of domain specific skills to allow students to ‘develop their creativity and ideas and increase proficiency in their execution.’ These skills are deliberately modelled to students, so they gain a thorough insight into the formal elements of art and are exposed to a range of techniques, forms and materials across the curriculum.

Across the first two terms of Year 7, students are introduced to a new formal element each week – creating real breadth in the curriculum whilst dedicating the necessary time for students to develop proficiency in these core disciplinary skills before applying them with increasing complexity to later projects and topics – see outline of the KS3 curriculum below.

		Term 1								Term 2								Term 3								Term 4								Term 5								Term 6							
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
7	Topic/Content	Baseline and Formal Elements								Formal Elements								Buildings and Perspective								Drawings and Printmaking								Natural World								Natural World							
	Whole School Reporting																																																
	Assessment (F/S)																																																
	DIRT Response																																																
8	Topic/Content	Food and Drink								Food and Drink								Around the World (termly rotation)								Around the World (termly rotation)								Cartoons and Animation								Cartoons and Animation							
	Whole School Reporting																																																
	Assessment (F/S)																																																
	DIRT Response																																																

Within each SoW, leaders have thought carefully about the explicit deconstruction of skills that build with increasing complexity to formative and summative assessments – dedicating time for students to ‘analyse and evaluate their own work, and that of others, in order to strengthen the visual impact of their work.’ One such example of this is from term 1 when students are introduced to ‘Line’ as one of the formal elements and are guided through the creation of ‘continuous’, ‘contour’ and ‘emotive’ line drawing – see below.

## Formal Elements Lesson 1: Line

What is a continuous line drawing?



A continuous line drawing is created using one continuous line with no breaks. It is made by not taking the pen or pencil off of the page.

Try to copy either of these two images using a continuous line. You MUST NOT take your pencil off the page. Complete this task in box 2. You have 5 minutes.



Line	
	Box 2

## Formal Elements Lesson 1: Line

Write a creative title – LINE at the top of your page  
Underneath, divide your page into four sections (in half each way).

Box 1: In this box you are going to draw a range of different line styles, based on the video you have just watched. Think about what you have seen. How can you show the following:

**EMOTIVE QUALITIES OF LINE**

Direction  
Rhythm  
Angularity  
Weight  
Style



Line	
Box 1	

You have 10 minutes to complete this task!

## Formal Elements Lesson 1: Line

### CONTOUR LINE

A contour line defines the outline of a form, as well as interior structure, without the use of shading.



Line	
	Box 3

In the box 3, create a series of contour lines, altering the distance and curves between them. Use the image on the left to help you.

Try to change the thickness and direction of the lines if you can. 7 minutes!

## Formal Elements Lesson 1: Line



**Artist: Michael Craig Martin**

Michael Craig Martin is an Irish artist who creates artworks that depict simple objects using bold colours. Line is a key factor of Michael Craig Martin's work and is used to capture the clear outline.

Line	
	Box 4

Task: Copy one of these images into the fourth box on your page. Add colour using colouring pencils.(10 minutes)

This explicit instruction and deconstruction of skills further demonstrates leaders' appreciation of the need to plan a curriculum around 'composites' and 'components'. For example, whilst the SoW might include the overarching end point to 'know how to paint effectively with colour', leaders have clearly 13 thoughts about the granular 'components' that students need to demonstrate these 'composite' skills. For example, in order to 'know how to paint effectively with colour', students must:

- Understand basic colour theory
- Know about the effects / properties of different painting media
- Know about different paint effects e.g. stippling, layering
- Understand and use key art-related resources

Students are exposed to a range of artists, designers, periods, and styles that enrich their appreciation of the subject and allow them to express 'judgements that can inform their own work' such as the example of Michael Martin on the previous page. Regular low-stakes testing, and retrieval practice supports students in committing this core knowledge to long-term memory.