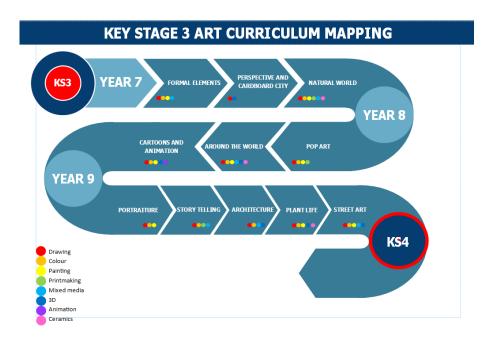
## Our intent - Art

Creativity drives us forward. It is arguably one of the most sought-after skills within our fast-changing world and with this in mind, creativity is at the heart of the knowledge-rich Art curriculum at Northampton School. The Art provision has been designed to enable our students to be creative; to have the capacity to imagine, conceive, express, or make something inspired by the world around them. We have developed the Art curriculum to ensure that students will know a diverse range of skills, techniques and processes based upon a wide range of topics, to secure deep learning in the central concepts and ideas within the subject. The selection of these topics allows for students to establish knowledge across multiple areas of Art and Design. We aim to inspire, engage and incite passion for Visual Arts and the role they play within contemporary society. The 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

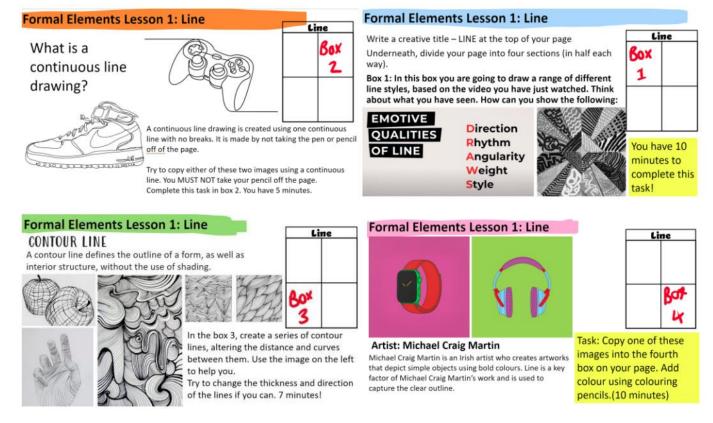
Each SoW is designed around the explicit teaching of domain specific skills to allow students to 'develop their creativity and ideas and increase proficiency in their execution.' These skills are deliberately modelled to students, so they gain a thorough insight into the formal elements of art and are 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 :								Term 2							Term 3						Term 4						Term 5							Term 6					
		1	2	3	-4	5	6	7		1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7	Topic/Content	Baseline and Formal Elements						Formal Elements							Buildings and Perspective						- Buildings and						Natural World							Natural World							
	Whole School Reporting									Т																												TR	P		
	Assessment (F/S)					WC																																wc			
	DIRT Response							D							D					D						D					D							D			
8	Topic/Content	Food and Drink							Food and Drink							Around the World (termly rotation)						Around the World (termly						Cartoons and Animation							Cartoons and Animation						
	Whole School Reporting																																		P			TR			
	Assessment (F/S)									WC															WC													WC			
	DIRT Response				D							D							D											D								D			

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.



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.