

Through the study of Art and Design at Cottenham Village College we support our students to become excellent visual communicators, who can critically interpret the works of others. Both attributes enable our students to effectively contribute to the 'wider conversation'. Furthermore, we aspire for all students to derive great personal satisfaction and inspiration from our visual world, throughout their lives. Our curriculum facilitates this.

The study of Art develops students' vital transferable skills i.e., confidence, resilience and problem-solving skills to name but a few.

Our curriculum model promotes increased artistic autonomy, throughout this key stage, in preparation for further study at Key Stage 4.

We use a range of formative assessment strategies to give feedback to our students including verbal feedback, modelling and whole class feedback. Time is assigned in lessons to action teacher feedback.

## Autumn Term: What are the visual elements of Art and Design?

<b>Key subject knowledge:</b>	<ul style="list-style-type: none"> <li>• The role of the school sketchbook /how to use this effectively.</li> <li>• Drawing skills-weight of line, shape, tonality, scale, detail, proportion.</li> <li>• Using coloured pencil in different ways.</li> <li>• Consideration of composition, occlusion, perspective (one and two point) birds eye view, worms eye view, street view, positive space/negative space.</li> <li>• The formal elements-shape/ form, tone, colour, mark making (line).</li> <li>• Matisse, Banksy, Sarah Graham and Snowman illustrator Raymond Briggs are explored in this unit. Next year Owen Gildersleeve will be an addition to our curriculum.</li> <li>• Students are introduced to the concept of 'nostalgia'.</li> <li>• Colour theory-primary, secondary, tertiary, complementary, harmonious colours, warm/cool.</li> <li>• The relationship between colour theory and advertising.</li> </ul>
<b>Key disciplinary knowledge:</b>	<ul style="list-style-type: none"> <li>• Modelling supports application of knowledge.</li> <li>• The grid method to support accurate drawing work.</li> <li>• Venn diagram work to elicit similarities and differences between artists.</li> </ul>
<b>Summative Assessment Strategies</b>	<ul style="list-style-type: none"> <li>• Summative assessment is informed by milestone pieces of work, as well as teachers' professional judgement of work produced holistically.</li> </ul>

<b>How does this unit prepare students for future study?</b>	<ul style="list-style-type: none"> <li>• Knowledge of the formal elements is an essential foundation for all practical and written artwork at key stage 3 and 4.</li> <li>• Confidence is critical to instil in the transition from primary to secondary school. This unit intends to break down misconceptions of “I can’t draw/I can’t do Art”. A growth mindset will be enabling for future study.</li> <li>• Students create their drawings using basic shapes as a framework. Students are introduced to occlusion, a concept they will revisit in year 8 and 9.</li> <li>• Knowledge of perspective compliments the year 7 DT curriculum; this will support year 8 and 9 study.</li> <li>• The comparison of artists approaches develops pupil’s skills in oracy. Recognising the formal elements in others work is the starting point for all future analysis work.</li> </ul>
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<b>spring term: What are the visual elements of Art and Design? (part two)</b>	
<b>Key subject knowledge</b>	<ul style="list-style-type: none"> <li>• The formal elements- retrieval practice-shape and form, tone, colour.</li> <li>• Development of knowledge in the areas of pattern, line and texture (implied vs actual) -rough vs smooth.</li> <li>• Consolidation of colour theory-painting.</li> <li>• Pop Art/Andy Warhol are explored.</li> <li>• Mandala artwork/Andy Goldsworthy- exploring the idea of temporality in Art.</li> <li>• Different methods to create Mandala designs.</li> <li>• Cultural links and significance of Mandala designs.</li> <li>• Ephemerality of authentic Mandalas – rice/flour.</li> <li>• The relationship between Art and mental health-mindfulness/Sarah Graham.</li> <li>• Surrealism/Minimalism.</li> </ul>
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Summer term: Application of the formal elements: 'The Wonders of Nature'	
<b>Key subject knowledge</b>	<ul style="list-style-type: none"> <li>• The formal elements - Line, tone, colour, pattern, texture, shape, form.</li> <li>• Artists-David Hockney-Film Art and Digital paintings and Yelena James.</li> <li>• Colour theory-primary, secondary, tertiary, complementary, harmonious colours, warm/cool.</li> </ul>
<b>Key disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• Modelling supports application of knowledge.</li> <li>• The grid method to support accurate drawing work.</li> <li>• Venn diagram work to elicit similarities and differences between artists.</li> </ul>
<b>Summative Assessment Strategies</b>	<ul style="list-style-type: none"> <li>• Summative assessment is informed by milestone pieces of work, as well as teachers' professional judgement of work produced holistically.</li> </ul>
<b>How does this unit prepare students for future study?</b>	<ul style="list-style-type: none"> <li>• Students can see how the formal elements can apply to a focused area of study. Students will be able to recognise these elements combined, as well as in singular entities. This will be essential for all future projects.</li> <li>• Students take creative risks in this unit, including sculpture; this will support a mixed media approach in year 8 and 9 as well as enhance their knowledge about the properties of different mediums. This knowledge will support future project decision making. Risk taking will support future innovative working.</li> <li>• Abstract Art is explored in this unit. This is important to do early in the Art curricular journey, to address misconceptions regarding its value and or impact. Broadening the genres of Art students' study is important so that they can draw upon a wide range of influences in their future study.</li> <li>• Cellular work will support the foundation work for next years identity project (nature/ nurture).</li> </ul>