



Art Curriculum Vision

Quality of Education: Manifesto

Curriculum Intent

The Art Curriculum aims to provide an inspiring, rigorous and practical approach to learning in order to develop all learners skill, creativity and imagination. Learners will design, make, think critically, learn crucial life skills and grow their knowledge foundations. They will develop a broad range of subject knowledge whilst also demonstrating their understanding through creating, analysing and evaluating in a range of contexts. Through the refinement of key skills and knowledge at KS3, learners will be able to develop their understanding enough to confidently explore their creativity and then independently express themselves during key stage 4 and beyond.

There have been a number of changes in staffing over recent years which have led to students having varying experiences of the open bucket subjects within the creative curriculum. Through the recent appointment of Head of Art, the aim is to provide stability in the subject so that all students make good progress in the subject.

Whilst our aim is to ensure all students study the full curriculum before specialising in subjects of their choice, initially the Creative Team will be looking to ensure that all learners have had equal experiences and therefore multiple year groups may be studying the same content whilst we implement a scheme of learning that can be built upon. Over the next few years the curriculum will be further developed to provide students with a balanced and broad curriculum which builds knowledge and skill progressively to prepare them for future learning and employment.

Curriculum Implementation

KS3 rotates throughout the year giving each KS3 group a double lesson once a week for an allotted time. Year 7 and 8 have a nine week rotation, with year 9 having a 20 week rotation due to soft options choices.

	KS3			KS4	
	Year 7	Year 8	Year 9	Year 9/10	Year 10/11
Art & Design	7 Elements of art: Line, Texture, Colour, Shape, Space, Value and Form (9 Week Rotation – 1 double lesson per week)	Study of portraiture, looking at the styles of 4 artists, practising and producing self portraits (9 Week Rotation – 1 double lesson per week)	Surrealism, Juxtaposition and creating their own compositions using their own ideas. Artist links and how to analyse an artist work. (20 Weeks – 1 double lesson per week)	Yr 9 BTEC Art and Design: Students will begin with a mini project about drawing. October they will receive their first brief. Each brief poses a set of challenges and workshops that will broaden pupil's experiences of the art and craft world.	Year 10: GCSE Art Students will start to learn the basic processes of GCSE project construction. Within this they will be learning a huge range of skills and techniques to build a work book of reference ready for moving on in the second half of the year. Year 11 GCSE component 1, 2 and exam: Basic elements will feature in the project such as mind maps, mood boards, image research, artist links, observational drawings, developmental work and final outcome planning and production.

All aspects of the KS3 curriculum are designed to link together using and building on subject vocabulary and specific skills as the years progress. Year 7 start with the basics of art visual language intended to bridge the knowledge gap between KS2 and KS3. These skills are then built on during Year 8 and Year 9 to prepare them for Key Stage four studies. At Key Stage four students have the option to study BTEC Art and Design, GCSE Fine Art or GCSE Art Textiles.

Metacognition (Learning Scientists)

In order to ensure our students have the best possible chance of success we ensure that there is spaced practice between learning aims, making sure that learning is re-visited and extended. In addition to this, Bell Work focusses on retrieval practice, consolidating prior learning and developing understanding. During group discussions our students are encouraged to create discussion and balanced arguments of advantages and disadvantages. As a visual based subject, large amount of visual references are used and where appropriate concrete examples are shared with the students to make sure they fully understand the concept being delivered and learnt.

SMSC

Spiritual

Through the study of Art & Design students are able to address issues associated with the meaning of life and nature of the human condition. They are able to explore ideas, feelings and meanings making personal sense of their own creative work. Research into the work of other artists enables students to place their own experience into the broader context, recognise and value the world of others and develop a sense of their own identity and worth. Self Portrait projects in year 8 allow students to learn about themselves, emotions and likes and dislikes. Colour theory and its symbolic meaning underpins all art work and this understanding is taught early on in Year 7. Students are taught to respect the beliefs of others through references to work of historic and cultural significance.

Across all year groups students are encouraged to share, respect and understand their own and others thoughts, ideas, and belief systems. Students understand that the high standard of work does not happen immediately, but requires patience, persistence and participation.

Moral

Studying the work of artists, designers and other sources enables students to develop an understanding of the codes and conventions of their own and other times and cultures. Through discussions, critiques and presentations they are able to explore moral issues, make value judgements and express personal views. Through group work, discussion and school displays, students have the opportunity to share and value each other's ideas. From Year 7 onwards students are taught to look after and care for their equipment and environment. Wastage in relation to materials and care of equipment is linked both to their immediate environment and wider global concerns regarding climate change. Many of the projects involve recycling and this is signposted in lesson plans. Students are taught to respect and value the materials and equipment they access to on a daily basis. Students are encouraged to critique their own and others work in a constructive and positive way.

Social

The study of Art, Craft & Design provided opportunities for students to study work in their social context. They are able to consider the roles and status of artists, within society and understand how social conditions and conventions can affect the nature of the work and influence their responses to it. The Art Curriculum provides students with the opportunity to develop a deeper understanding of past and contemporary issues by exploring this through theoretical and practical activities. At Key Stage 4 students are encouraged to follow their own personal investigations, some interesting outcomes have been seen that explore a range of issues such as environmental change, politics and Surveillance. At Key Stage 3 students study a variety of artists adding to the ever growing knowledge they build throughout the earlier years.

Cultural

Students explore the roles and achievements of artists, craftspeople and designers in both the past and contemporary society. They are taught to recognise how images and artefacts influence the way people think and feel and understand the ideas, beliefs and values behind their making, relating art, craft and design to its cultural context. The department is conscious of introducing students to a wide range of culturally diverse artwork designed to encourage critical thinking skills. All units of work link with contextual themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own

and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of cultures in general.

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

We aim to broaden pupils knowledge during all topics covered across the 2 key stages; using concrete examples so real world understanding can be linked to the skills and techniques being learnt. Also filling in the wider understanding of techniques, artists and topics in general, pupils can start to connect other subjects and a wider cross curricular knowledge, not just the topic in front of them.

Curriculum Impact

Students use KAS and WIN sheets connected to each piece of work. These sheets break down the knowledge and skills they will need to succeed in that particular piece. Where the WIN section allows them to reflect on their learning in green pen and feedback to myself. These are added to with marking criteria which allow the pupils to see how they are marked, again strengthening their knowledge at how to succeed. A range of self, peer and group assessments take place around the KAS/WINs and marking criteria. Teacher feedback is timely and in red pen giving targeted advice and positive feedback for pupils to respond to during DIRT times

Assessment

KS3:

Students will produce a selection of art pieces and key pieces will be assessed with use of a KAS sheet. It is on the KAS that self, peer and teacher assessment will take place. There will be clear evidence in red pen of teacher assessment, WWW, EBI and grades. In green pen students will self-reflect and respond to teacher feedback.

KS4:

Students will produce a selection of art pieces and key pieces will be assessed with use of an assessment booklet. It is in the assessment booklet that self, peer and teacher assessment will take place. There will be clear evidence in red pen of teacher assessment, WWW, EBI and grades. In green pen students will self-reflect and respond to teacher feedback.