



Intent (Curriculum Planning)

The art curriculum develops a visual language to aid students explore and make sense of their world in a unique language form and means of expression. The curriculum builds skills and knowledge in key disciplines: painting, sculpture and printing through KS3 and into KS4. The curriculum allows students of all abilities to engage with visual language and progression is built in to allow students to become more independent as their visual language skills are refined.

By the end of year 9 the department expects students to be able to use visual language, in a teacher-controlled context, to make and create artwork that has developed from an exploratory process of learning and refining skills. Students are introduced to the work of a range of artists and craftsmen to help give a historical and practical context to the lessons in class.

By Year 10 students can work independently to develop themes in personal ways. The themes developed by the department allow work that essentially shows progression of ideas through the development and refining of skills in a range of mediums and techniques. We encourage students to develop very personal responses to set themes after a series of teacher led introduction lessons. The resulting investigation and final outcomes range from skills-based work to personalised observation pieces.

Implementation (How to teach your intent)

The scheme of learning from year 7 through to the end of year 11 is a spiral curriculum that all staff follow. It is resourced to ensure consistency of delivery and to ensure progression. The scheme of learning identifies the learning objectives of each task and how the tasks build to deliver a coherent learning experience. Home learning tasks are included to ensure that where homework is set it supports the learning progression of the current project and is recognised by the students as a valid and supportive task which will enable them to be more effective in the artwork.

Additional needs are met through a carefully considered range of support procedures which the art team have agreed on.

The confidence of the students is greatly enhanced by working examples that staff do in preparation for lessons alongside verbal feedback that enables all students to improve and develop work.

Throughout their time in the art department students are assessed and encouraged through the use of key words and Art based language to ensure a good understanding in the 'Elements of Art'. All schemes of learning have the individual tasks clearly identified. Assessment is done to enable students to clearly see areas of strength and areas that are incomplete or could/should be improved upon.



Impact (Success Indicators)

The current scheme of learning has been created to address short comings evidenced in recent years, particularly at KS4. A more teacher led curriculum has been developed for KS4 with a clearer structure for students to ensure that the 4 key exam assessment objectives are overtly evidenced in the work undertaken. Each individual project provides appropriate opportunities for students to fully evidence what they can do in respect of each assessment objective. The evidence for student's success or areas for improvement are recorded in the GCSE tracker grids. We encourage greater independent thinking from students at KS4. The department has linked the work it delivers with metacognition and has developed support materials to aid this. This department believes a successful art education should enable and develop the metacognition skills that enable students to problem solve through visual language exploring and creating meaningful responses to their world.