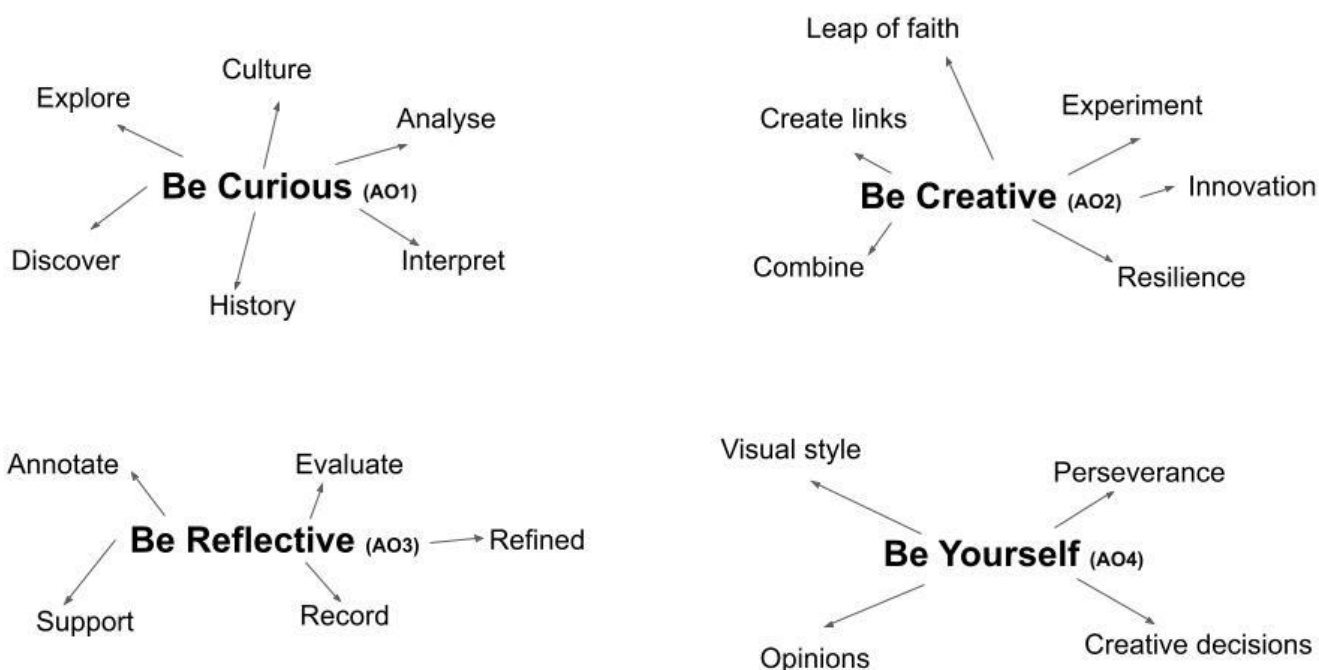


Subject: Art

Curriculum Staff: Graham Houston, Ben Capper

Be curious, be creative, be reflective, be yourself

Our aim is to enthuse students with a passion for the Creative Arts that will last a lifetime, opening minds to possibility and wonder. The Creative Arts are a crucial part of education. Creativity is critical thinking and as such the arts allow students to discover, engage and grow in exciting and beneficial ways.



How does Art's ethos encompass the school's values:	
Respect	<p>Students gain an appreciation for culture and heritage through the exploration of Art and the world around them. Through looking at art from a multitude of sources and different time periods students form an appreciation of and gain respect for the wonderfully diverse world which they are part of.</p> <p>Students work in a studio environment, respecting one another whilst taking pride in the creation of their own work and supporting others to realise their intentions.</p>
Courage	<p>Students are encouraged to take risks in the development of ideas and the creation of work. Trying new artistic endeavors teaches you to think in different ways, improves resilience and encourages a growth mindset. Students show courage every time they put pencil to paper but especially when the creative journey leads to the formation of a personal style.</p>
Community	<p>Students work in an inspiring studio environment that breeds compassion and acceptance. An understanding of the role that the Arts play in the community is fostered through a combination of research and discussions with practical elements that draw upon personal experience and the world around them.</p>
Wisdom	<p>Reflect upon successes and failures to grow as an artist and as a person. In a world increasingly dependent on visual media, it is essential to teach students visual literacy. Studying a Creative Arts subject will equip students with the wisdom to be able to</p>

unpack and respond to the visual stimuli that surrounds them everywhere they go.
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Key Stage 3 - Intention Statement:

At ASA, our Art Curriculum is specifically designed to provide the students with a strong foundation in the arts, giving them the tools and knowledge blocks necessary to express their creativity. Tasks escalate in difficulty with previously studied techniques being combined together to allow the creation of more complex outcomes. With this in mind the Art KS3 curriculum is broken up into 3 foundation courses with each building on the teachings of the last. After completing all 3 foundation courses a student would have the necessary skills, knowledge and understanding to undertake the GCSE course. Students will learn about the Formal Elements of Art and how they are the building blocks of success when both composing and deconstructing Art.

KS3 Art is on offer for one rotation in Yr7, 8 and 9 with additional resources and guidance available online. Yr9 acts as a test run for a GCSE Art project, allowing the students more creative freedom by allowing them to design their outcomes based on an allotted visual style. This approach to idea development is a truncated version of the GCSE Art idea development process and will help students make a more informed decision regarding GCSE options.

Intention Overview:

Curriculum Knowledge	
Yr7 - Students complete a baseline assessment followed by a series of tasks linked to the visual style of Pop Art.	
Yr8 - Students complete a baseline assessment followed by a series of tasks that explore Art Movements, including Cubism. Students build upon the skills, knowledge and understanding that were developed in Year 7.	
Yr9 - Students build upon the skills knowledge and understanding they have developed during Year 7 and Year 8 by having more creative freedom. The Year 9 project mimics the structure of a GCSE project and uses some of the same links (Bauhaus).	
Essential Skills to Develop	
Subject Specific Skills	Supportive Learning Skills and Attributes
Accurate use of keywords including the Formal Elements of Art.	<p>Recall skills - Spaced retrieval activities are strategically placed throughout projects to allow students to build solid knowledge blocks and progress their skills, knowledge and understanding.</p> <p>Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a sophisticated vocabulary as the course progresses. Verbal and written articulation of personal views and opinions are a regular component of the course.</p> <p>Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.</p> <p>Students are able to share their own experiences</p>
Appreciation of Art.	
Application of key skills including observational drawing and tonal studies.	
Understanding and application of colour theory.	
Idea development and creating links to the work of others.	

and work as a team to develop their understanding. Working together and helping one another promotes empathy.

Cultural Capital (opportunities and experiences)

Focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the students time in Art & Design. Observational drawing, composition and creating links are key components of the courses.

Students study a range of different sources from all around the world and from vastly different time periods. Cultures are explored as well as the cultural impact of art. Context becomes an increasingly important factor when discussing art in depth.

Keywords are taught strategically with a firm understanding of the underpinning elements of Art & Design instilled into the students before they undertake any of the Creative Arts GCSE options that are available to them. Knowledge tests are regularly used to check understanding and address any misconceptions.

Pupils are encouraged to work as teams to agree on a selection of outcomes that could be worked towards, ideas are then built on from these initial thoughts. Ideas are shared and collaborative learning is encouraged in order to collectively attain an understanding enough to answer a brief appropriately.

Good work is celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas. Pupils are encouraged to express their individuality when producing outcomes and are celebrated for thinking differently.

Creative Arts staff have high expectations of the students which is evident in the level of challenge located within the curriculum. Students are also afforded the option to partake in stretching extra curricular activities. Aspiring creatives are encouraged with personalised verbal support and guidance for those that wish to pursue their creative instincts.

SMSC

Spiritual education involves the awe and wonder of art that is shown to students. Students demonstrate their Spiritual development through their pride in their own work and their curiosity in investigating styles, genres and artists from a range of movements. Their interpretation of objects, emotions and development of their own unique style is encouraged throughout the curriculum. The opportunity to reflect on their surroundings and nature also helps to develop pupils' spirituality.

Implementation:

- SOW is regularly reviewed and refined where appropriate
- All work is completed in a printed booklet that contains a learning journey/tracker, knowledge organisers and relevant keywords.
- Homework set where appropriate with the aim of cementing knowledge and refining skills.
- Spaced retrieval activities implemented at strategic intervals throughout the course with the aim of building secure knowledge blocks.

Measuring Impact:

- Regular FAR marking - will allow teachers to address any misconceptions and celebrate any work done well to share good practice and outcomes between pupils.
- PLCs - are structured so pupils can self assess against a teacher's assessment to pinpoint where and what pupils need to do to improve.
- Data Collections.

Key Stage 4 - Intention Statement:

KS4 Art builds upon the knowledge blocks that were constructed during KS3. Students are given the opportunity to develop creative solutions to set briefs but with the aim remaining firmly fixed on producing high quality outcomes that showcase a confident grasp of key skills.

We use the Art, Craft & Design endorsement which means that we have greater creative freedom when it comes to selecting media, techniques and processes. The controlled assessment will be supplemented with photography based work to increase overall attainment. Including photography based work allows all students to create quality outcomes whilst then allowing more time for the refinement of more traditional key skills.

Intention Overview:

Curriculum Knowledge	
<p>Controlled Assessment:</p> <p>A Matter of Life & Death - Students use a range of links as starting points for their creative journey including; Vanitas, John Bratby, Damien Hirst.</p> <p>Bauhaus - Students task a series of photographs that are inspired by the visual style of Bauhaus before editing and adapting them to suit their own abstract designs. The project is a combination of traditional and digital media.</p> <p>Bauhaus Sustained Investigation - Ideas are refined and developed over a sustained period of time to allow the students to fully realise their intentions.</p> <p>Externally set assignment:</p> <p>Students receive a range of starting points and select the one that they feel suits their strengths.</p> <p>GCSE Art Curriculum Overview</p>	
Essential Skills to Develop	
<p>Subject Specific Skills</p> <p>Accurate use of keywords including the Formal Elements and Visual Principles of Art.</p> <p>Enhanced appreciation of Art.</p> <p>Refined application of key skills including observational drawing and tonal studies.</p> <p>Understanding and application of colour theory.</p> <p>Idea development and creating links to the work of others.</p>	<p>Supportive Learning Skills and Attributes</p> <p>Recall skills - Spaced retrieval activities are strategically placed throughout projects to allow students to build solid knowledge blocks and progress their skills, knowledge and understanding.</p> <p>Literacy - Images are analysed in detail with the accurate use of keywords being paramount to success. Students develop a sophisticated vocabulary as the course progresses. Verbal and written articulation of personal views and opinions are a regular component of the course.</p> <p>Problem solving - what happens when something goes wrong? Particularly in Photoshop, how do we fix it? Solving problems and overcoming creative challenges promotes resilience.</p>

	Students are able to share their own experiences and work as a team to develop their understanding. Working together and helping one another promotes empathy.
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Cultural Capital (opportunities and experiences)

Centred around the creation of a personal portfolio of work that builds upon core ideas whilst allowing the students to explore their own creative instincts. Key components such as observational drawing, composition and creating links are built upon with technical processes pushed to advanced levels. The students develop a wide vocabulary with spaced retrieval exercise regularly employed to strengthen understanding. Image analysis tasks become more fluent with accurate use of keywords.

Through the construction of compositions, pupils are given an introduction into how a design can affect the viewer. Pupils are also encouraged to work as a team or in groups to collectively share ideas towards a final development.

Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well. Furthermore, pupils are encouraged and celebrated for developing and presenting individual and personal thoughts, ideas and outcomes when progressing through a topic or project.

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- Spaced retrieval activities implemented at strategic intervals throughout the course with the aim of building secure knowledge blocks.

Measuring Impact:

- Regular FAR marking - will allow teachers to address any misconceptions and celebrate any work done well to share good practice and outcomes between pupils.
- PLCs - are structured so pupils can self assess against a teachers assessment to pinpoint where and what a pupils needs to do to improve.
- Data Collections - evidence of progress and accurate forecasting for GCSE.