

# Curriculum Intent Statement

## The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

## Art and Design

The **intent** of our Art and Design curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Engage in exciting and creative Art and Design projects
- Improve and develop skills across a wide range of media, including printing, painting, drawing, collage, sculpture, textiles and digital media.
- Increase knowledge of artists, movements, styles and theory.
- Explore and develop ideas across a range of artistic media.
- Investigate and make pieces using a range of materials, processes and techniques.
- Apply previously taught skills to produce creative responses to projects in the final term
- Evaluate their own artwork as well as the artwork of others, including influential local, national and international artists and designers.
- Be informed of future HE opportunities and career pathways within Art and Design
- Be encouraged to explore hobbies and interests in Art and Design to improve mental health and wellbeing

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

Class groups are based upon English ability; therefore, each Art and Design group has a wide range of ability. Each planned project has a set of progressive and sequenced skill objectives which allows us to differentiate and therefore challenge each student to meet their level of learning.

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## Long Term Art and Design plan.

The curriculum that is in place is based upon two things:

1. Creative Art and Design opportunities that lead to achieving **the school's intent** -to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood.
2. Creative Art and Design activities **support diverse learning needs**. Students have a diverse range of learning needs including MLD, SLD, ASD and ADHD. The Art and Design Curriculum has been planned to reflect this and make it fully inclusive.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements**.

1. To prepare our students for employment within a range of creative industries including art, crafts and textiles as well as trades including beauty, makeup and decorating.
2. To support and develop skills for independent living, mental health and well-being opportunities including hobbies, interests and voluntary work.
3. To enable our students to use art and artists to develop their understanding of the world around them and their local, national and international environments.

### One Year Overview - All classes across Phase 2 and 3

Each term, classes will be given a creative project which will focus on various art skills, as shown in the table below. The following skills will run throughout all projects: artist knowledge, exploring and developing ideas, investigating and making, evaluating ideas and drawing skills.

	Phase 2					Phase 3	
	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
Autumn Term ENVIRONMENTS	Painting/ 3D	Collage/ Printing	Painting/ 3D	Collage/ Printing	Painting/ 3D	Collage/Textiles/ Printing	Painting/ 3D/ Digital Media
Spring Term CULTURE	Collage/ Printing	Painting/ 3D	Collage/ Printing	Painting/ 3D	Collage/ Printing	Painting/ 3D/ Digital Media	Collage/Textiles/ Printing
Summer Term HUMAN FORM	Application of Autumn and Spring skills	Application of Autumn and Spring skills					

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## Progression of Art skills

**Phase 1-** Students work towards meeting the Early Learning Goals

**Phase 2 & 3-** Students build on the skills and knowledge gained in phase 1 and work through progressive objectives aimed at: gaining knowledge of various artists, learning and developing new skills, refining previously taught skills, selecting and applying skills to projects, developing creative ideas and evaluating work

**Phase 4-** Students can use the skills and knowledge gained in Phase 2 and 3 to begin a qualification route, this may be ASDAN Expressive Arts Course, Arts Award Bronze or Silver or GCSE dependent upon ability. Students also have the opportunity to explore Art and Design through vocational options such as hairdressing, art gallery or workshop volunteer

**Phase 5-** Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification.

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## Pedagogy

In Art and Design, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In Art and Design, the following approaches will be used, and be evident in pupils' books, in order to ensure that the Art and Design Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Art and Design experiences in school:

Teaching Sequence in Art and Design	Big picture: Promote opportunities within the arts for learners to access and achieve a range of study and career pathways.	Possible pedagogical approaches used in Art and Design.	Behaviourism	Direct teacher instruction; modelling of art skills and techniques; demonstration
	Daily review: Brief review of skills/techniques covered in previous lesson(s)		Constructivism	Inquiry-based learning; visits and subject matter to provide a stimulus for pupil-led approach
	Specify key vocabulary to be used and its meaning		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction. Collaborative art pieces to support learning in specific skills
	Taught key skills and processes		Liberationism	Pupil-led learning; opportunities to showcase learning. Summer term will be pupils' chance to apply previously taught skills and techniques.
	Design, develop and produce an independent and creative piece		Learning, working and talking like an artist/designer	Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist; high expectations of pupils researching, interpreting and presenting like an artist. Pupils to use correct vocabulary in line with their current progress when discussing materials, techniques and skills.
	Communicate their knowledge and understanding of artists and processes appropriately			
	Evaluate their outcomes and compare with other artistic styles studied as appropriate.			

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In order to assess against the scheme of work, the National Curriculum for Art and Design KS1 and KS2. A progressive assessment tracker maps the key skills and knowledge children have developed against the scheme of work. **Impact** is measured via teacher assessment during the delivery of lessons and recorded electronically. We would expect to see knowledge communicated through:

- Discussion
- Development of ideas (sketchbooks)
- Drawing skills
- Painting skills
- Collage work
- Sculpture work
- Use of digital software
- Printing skills
- Textiles work
- Creative application of skills
- Evaluative exercises of own, others' and professionals' work, including sketchbook annotations

objectives have been taken and widened from

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## Art and Design Pathway

### PHASE 1

Completion of EYFS set objectives

### PHASE 2

Completion of phase 2 skills and knowledge objectives.

### PHASE 3

Completion of phase 3 skills and knowledge objectives. Start to consider option choices and career pathways.

### PHASE 4

Pathway will reflect cohort/ individual students

Arts Award (Bronze)

ASDAN Expressive Arts

GCSE Art and Design

Vocational placement e.g

### PHASE 5

Pathway will reflect cohort/ individual students

Arts Award  
(Silver)

Apprenticeship e.g  
hairdressing, art studio

Voluntary work e.g National  
Glass Centre

Work placement - local  
galleries e.g. Laing

College to study higher level  
qualification e.g 'A' level/BTEC

## DESTINATION

Paid employment at art galleries, self-employment (artist) or further training at college