

Subject curriculum intent-Art and Design

Why is your curriculum shaped the way it is?

The Art and Design curriculum at Croft Community School is planned to promote the development of knowledge and understanding of artists, craft makers and designers from different cultures and eras in relation to the National Curriculum. It is designed to support students in exploring their own self-expression by providing varied starting points which equip students with practical skills, techniques, and opportunities to explore and experiment with materials in response to the world around them. Students in each year group encounter cultural experiences linked to their learning (primary through cultural links to a country, and in secondary a cultural visit), designed to inspire them and to expose them to our nation's creative wealth whilst encouraging reflection, critical thinking, and self-expression. This structure of practical investigations entwined with cultural and historical breadth encourages students to develop an inquiring mind and build confidence in developing as an artist in their own right, creating their own art, craft and design outcomes.

The EYFS curriculum ensures that pupils have many opportunities to explore and use a variety of media and materials in both child initiated and adult led activities. Pupils have access to a range of opportunities through continuous provision.

Staff respond to children's needs and interests whilst stimulating new interests and addressing barriers to learning.

Children have opportunities to learn to

- Experiment with a range of familiar and unfamiliar textures.
- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, manipulating them to create different effects.
- Use different media and materials to express their own ideas
- Explore colour and create new colours to use in a variety of ways.
- Develop skills to use simple tools and techniques effectively.

In Key stage 1 and 2 pupils are taught through a topic based approach to Art and Design on a 3 year rolling programme. The Primary Art and Design curriculum is interwoven with an international thread, learning about other countries and their cultures.

At Key stage 3 students in Art and Design are taught in individual subject specialist led lessons which develop skills in investigating, designing, making and evaluating Art and Design by exploring topics designed to expand their Art history knowledge and linked to the development and mastery of key skills each half term throughout the year; drawing, painting, textiles, pattern and print, 3D sculptural work, photography and mixed media. The Art and Design curriculum at Key Stage 3 is scaffolded in a manner that year on year students build on prior learning and revisit these core skills so that they are prepared and equipped to access an accredited learning route at Key Stage 4 appropriate to their progression route and learning pathway.

At Key Stage 4 Art and Design is an option subject. The subject Leader of Art and Design decides the appropriateness of which accreditation route students should follow; AQA GCSE Art or ASDAN Short Course in Expressive Arts or AQA Unit Award Scheme.

The Secondary curriculum supports the development of skills for preparing for adulthood by developing practical skills to aid independent living such as basic sewing, basic

construction and repair. As well as promoting independence in a practical environment through co-operation, turn-taking, and responding to others in an appropriate manner. The Art and Design curriculum provides exciting variety intended to inspire and engage pupils and foster within them an eagerness to learn, to think creatively and to express their opinions and originality with confidence.

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect your school's context?

The Art and Design curriculum embraces and promotes the British values of democracy and freedom of speech always valuing and including student's personal thoughts and views within the context of their topic themes. It encourages Key stage 4 pupils to become an artist in their own right, fostering personal interests and making creative choices of their own which inform and direct their projects and personal outcomes in year 11. Individuality and original thinking is celebrated. Students learn about key artists and designers who as a result of their 'thinking outside of the box' approach developed radical and brave new styles and eras within the History of Art and Design, moulding the vibrant legacy of Art which we see today. The Art and Design Curriculum values and upholds the rule of law; teaching right from wrong through respecting the art room, each others work, opinions and the equipment and routines at Croft Community School. Individual liberty and mutual respect is embedded in the production and celebration of our art, and tolerance of different faiths and beliefs is ingrained in all aspects of our Art and Design lessons and with regard to our own views and those of other artists, craft makers and designers. The Curriculum also reflects some of the key personal goals we want our pupils to succeed in; to enquire, to develop their resilience, independence, morality, communication, thoughtfulness, cooperation, respect and adaptability. Students are supported and encouraged by staff to continue when faced with challenges in their work and to persevere in order to achieve a sense of accomplishment. Pupils learn practical skills which help them refine their fine motor skills. There are different expected outcomes for students depending upon the level that they are working at, learning tasks are challenging and encourage independence in both practical and thinking skills and are recorded using the progression outcomes.

What are the objectives for your curriculum? What do you want pupils to be able to know and do by the time they leave?

The Art and Design curriculum aims to enable pupils to produce creative work, exploring their ideas and recording their experiences through a variety of practical techniques, becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. Fostering an enjoyment, appreciation and respect for Art, Craft, Design. Understanding and using the language of Art, Craft and Design. Knowing about great artists, craft makers and designers, and understanding the historical and cultural development of their art forms. So that students can cherish memories of activities, cultural visits and venues and uphold a life-long interest and appreciation of Art, Craft and Design. Leaving a footprint on their school community through their involvement in the creation of art works which enhance our school environment and provide them with a sense of inclusion, self-worth and achievement.

How does your curriculum plan set out the sequence and structure of how it's going to be implemented?

Art and Design is taught thematically in Primary. In Secondary Art and Design is taught once a week to key stage 3 pupils and is offered as an option at Key Stage 4. Long Term plans have been created for all Key Stages with an overview of each terms learning topic, and medium term plans with further detail for each half term. Students are asked to recall and use previously learned knowledge and skills and apply these in different topics year on year to build secure skills. Students are encouraged to develop these skills at a level that is appropriate to that which they are working. By the end of the programme of study students will have developed their skills accordingly and this is recorded using the school assessment system and this data informs planning for pupil progress. Progress is shared with students throughout the year and they are encouraged and supported to have a student voice in the review of each topic.

How is your curriculum differentiated to meet the diverse needs of pupils at Croft?

The curriculum is differentiated across all the lessons within the subject area. The Progression assessment system is used across school to ensure that students are baselined correctly and their progress recorded against key assessment criteria. Learning opportunities are designed to develop skills and to meet the requirements of the national curriculum or Key stage 4 course content, and are differentiated accordingly across different pathways that students can follow. These relate to the Progression steps for Art and Design which every child has a visual target card for in their books at Key stage 3 and 4, enabling them to see their progress and targets. Students individual EHCP outcomes which are relevant to the subject area are also integrated into planning for our students at Key Stage 3 and 4 within Art and Design, embedding them across the curriculum and reminding students that these are often cross-curricular skills which they can achieve in many areas of their learning. Our secondary discrete ASC provision explore art using a thematic approach linked to the Secondary Rights Respecting Schools and Unicef Childrens Rights Articles, alongside ASDAN Transition Challenge outcomes, encouraging breadth of learning within a suitable pathway for these students. Learning needs are met via a variety of different methods such as differentiated flexible paced learning, collaborative learning, progressive tasks, staff input and specialist equipment.