



Curriculum Intent: Art & Design

Subject vision

It is our aim that Art and Design stimulates student's creativity and imagination, offering experiences of the visual, tactile and sensory thus developing their enquiry and intellect. The aim is to enable students to develop the formal elements within Art using a variety of materials, processes and ideas to communicate what they see, feel and think. We empower students to make informed, valued judgements as well as aesthetic and practical decisions whilst becoming actively involved with shaping their environment. As visual practitioners we aim to lead by example, demonstrating techniques and processes and discussing ideas and concepts. Students will explore ideas, meanings and expression within the world of artists, craftspeople and designers. Students will learn about the diverse roles and functions of the subject in both contemporary life and in different times and cultures.

We deliver our curriculum intent on a subject level by:

At KS3 our students explore a range of techniques, skills, processes and concepts in order to develop their creative awareness and visual understanding of the subject. This aims to extend their manipulative skills and equip them with a clearer and greater understanding of Critical and Conceptual Studies, expanding their vocabulary and language through Art and Design. This ensures they are able to successfully access both GCSE Art and GCSE Photography.

At KS4 students will develop skills within Art through material manipulation. They will gain confidence and knowledge in new techniques and processes and explore different genres of Art and Design. We value diversity and encourage students to be individual, often developing work tailored around their own interests. Students will work independently to produce an exciting and diverse portfolio of work.

At KS5 students will continue to develop and hone skills to produce original and sophisticated outcomes. Students will be able to discuss their ideas and take part in critiques and tutorials. At KS5 we foster independence, and students will develop a clear understanding of where their work fits into a historical context.

Enrichment

Drop in sessions break/lunch time

After school drop in/ Intervention sessions

Workshops during holidays

Educational visits to YSP, Liverpool Tate, Drawing and Photography experiences at Delamere and Anglesey

In *Art and Design*, students '**Achieve success**' by:

<p>Encouraging high aspiration and a love of learning</p>	<ul style="list-style-type: none"> • Students in all key stages are challenged to reflect on their own targets and how to improve their work. • Lessons are always practical and have five parts to ensure a good basic knowledge and understanding whilst enthusing the students. • Teacher modeling inspires students and shares best practice through practical demonstrations. • Use of resources in season inspire and fosters a lot of the subject. • Students learn from others' work and that of artist's work. • Art workshops with KS4/5 maximise potential and promote independent learning.
<p>Maximising progress and potential</p>	<ul style="list-style-type: none"> • Students enjoy lessons that are tailored to their abilities and interests developing her and skills and therefore are more open about how to further their progress. • Students experience a variety of feedback techniques to identify their potential and then cover areas where further progress can be made. • Encourage and share one another's works, ideas and opinions fostering good practice.
<p>Providing rewarding learning experiences</p>	<ul style="list-style-type: none"> • Students experience trips and educational visits including young artists in Tuscany, Yorkshire sculpture park, and Liverpool Tate gallery. • The students learn about multi-cultural, historical and contemporary contexts of work and the works of western and non-western arts and artists. • Students in all key stages experience making a finished project in a variety of materials and techniques. • Immersive art experiences all key stages allow students to learn in new and exciting ways.

Offering diverse opportunities	<ul style="list-style-type: none"> • The curriculum at all key stages give students the opportunity to experience work made by people and groups and diverse cultures and backgrounds. • Students see work that actively challenges prejudices and encourages open-mindedness and understanding. • At KS4 and KS5, students make work which is important social and political messages. • The department monitors who is accessing the opportunities we offer to ensure we are making such opportunities inclusive and accessible for all students. • Year 9 are offered an exclusive opportunity to be part of a photography club preparing them for GCSE level photography.
Recognising and celebrating all achievement	<ul style="list-style-type: none"> • Students understand of our rewards policy within the department and have access to the rewards display board to see who is receiving the artist of the lesson. • Students also receive recognition via Sims (whole school reward system) and are keen to receive a '5' as recognition of their achievement in lessons. • Good quality student work displays, exhibitions and private viewings, plus school events such as open evenings help celebrate the achievement of all students.

In *Art and Design*, students '**Value Others**' by:

Contributing to a safe school environment	<ul style="list-style-type: none"> • The 'no negatives' rule helps promote respect of themselves, their work and each other. • Students respect and value the space in which they are working and the materials they use, and they use these materials safely.
Showing tolerance, respect and fairness	<ul style="list-style-type: none"> • Students listen to others and experience different viewpoints and perspectives. • Teachers and students actively promote positive working environments.

<p>Listening to and respecting others' views</p>	<ul style="list-style-type: none"> • Students are encouraged to share their work, ideas and opinions and that of others, being respectful, sharing good practice and feeding back to peoples respectfully about improvements that could be made.
<p>Appreciating and embracing diversity</p>	<ul style="list-style-type: none"> • Students look at the craft of art from diverse cultures and from different times. • Students embrace gender-based art and understand its messages. • Displays in the department share diversity of age, culture, background, gender and genre.
<p>Being an active member of our school and local community</p>	<ul style="list-style-type: none"> • Cross-curricular projects over the faculty allow students to become active members of the school and the community e.g. the Christmas tree decorations/ Christmas card Art competition/ primary student workshops/ primary school workshops.
<p>Co-operating with others</p>	<ul style="list-style-type: none"> • Group work, collaborative working, open discussions and group critique build positive cooperation skills. • Student master the sharing of equipment, the space and the time management of resources available so that everyone has fair chances to succeed.