

## **Art and Design**

### **Rationale**

Art education can enrich pupils' lives in many ways.

We want pupils to learn about and engage with the work of art and artists', become visually literate, creative, open-minded and expressive individuals. We live in a world filled with art, design, creativity and visual language that touches our everyday lives. We need creative people to design and make and contribute to others' lives and the economy. The Arts have contributed to shaping our lives and history and have been central to the expression of different cultures as well as individuals and so it is important for pupils to be able to explore and learn about "what art is" and "what art can be", its place in time and how it has and can contribute to and enrich society.

We want pupils to enjoy and engage with art from different times, places and cultures to acquire cultural capital, become visually literate, creative, open-minded and expressive individuals. The Art curriculum enables pupils to develop and make original artwork using a range of approaches and techniques and making skills. We encourage pupils to become problem solvers and reflective thinkers and develop skills for the future in everyday life, education, working life, career, leisure and develop cultural capital.

The Arts at Newbridge provides opportunities to contribute and support the wellbeing and mental health of pupils. The power of the Arts to enrich pupils' lives and improve mental health and wellbeing is well documented.

### **Intent**

Pupils at Newbridge have different prior experiences and levels of Art education. Art at Newbridge follows the National Curriculum and starts with the expectation that few pupils will have accessed Art at KS2 though it recognises that some pupils may have accessed it to support subject based other subjects at KS2.

The curriculum is designed to introduce elements of art and build on pupils' creativity. At Newbridge emphasis is placed on everyone having a strength in art, whether it is drawing, painting, making, printmaking, digital art or using their imagination and that everyone can achieve, and that progress is not always linear. As a SEHM school the first half term pupils explore The Scream by Munch which provides the opportunity for assessment of skills and contributes to an understanding of pupils' varied learning needs in the subject.

The curriculum at year 7 introduces pupils to artists and cultures which they will engage with and learn to explore features and begin their journey to reflect on how artists might communicate their intention.

By the end of year 7 pupils will have been introduced to some of the basic formal elements in art and have explored a range of media and materials to create 2D and 3D work. They will have been introduced to basic skills in drawing, painting and making and identify some key features of art/culture. They will start to evaluate their own work and others' and reflect on how to improve work.

By the end of year 8 pupils will have been introduced to a wider range of art forms and will explore the working practices of different types of artists, designers etc. They will have the opportunity to develop and practice their skills and will learn new skills and explore in greater depth printmaking and 3D ceramics. They will start to refine techniques improving their skill

and will look to refine their own work as it progresses. In year 8 the themes and units are longer and to introduce and develop more complex and sustained pieces of work.

By the end of Y9 pupils will have responded to wider themes to create a more personal response that can make a statement. Having developed making and technical skills, they are encouraged to take risks, experimenting and exploring traditional and alternative materials and processes towards a purpose that will inform their creative journey. They will reflect on and continue to refine their work as it progresses as well as have opportunities to revisit, practice and master more traditional techniques and skills through different learning activities within units. They will evaluate their own work to inform their creative journey and develop greater independence.

The curriculum is sequenced to build on their knowledge and prior learning and to provide opportunities for pupils to practice and develop their technical and making skills, revisiting them and building in complexity and challenge throughout KS3. Links are made throughout the curriculum to allow pupils to make connections, reencounter and develop skills and knowledge.

Progress is measured across 4 areas, Developing Ideas, Making Skills, Evaluating Skills and Knowledge.

The Art & Design Learning Journey is through Art projects that build in difficulty and challenge as time progresses. Art projects can change, evolve and develop following assessment, reflection, engagement, interaction, understanding and in response to the different learning needs and interests of groups.

## **Implementation**

KS3 study Art provision at Y7 is one session of 50 mins per week and Y8 and Y9 provision is two 50 min sessions per week. KS4 have three 50 min sessions in a block per week and is delivered by an Art specialist teacher.

The curriculum and lessons are differentiated for the different learning needs of pupils. The structure of a lesson generally follows a similar structure in each lesson depending on the stage and learning needs.

In Y7 pupils will be introduced to the basics of drawing, painting, ceramics and the basic formal elements of art. Pupils start to engage with the work of different artists and cultures as a source of inspiration and explore key features and an understanding of their work to create artwork in both 2 and 3D. Learning is sequenced so that they will revisit the formal elements as they move through Y7 and embed their understanding of them.

In Y8 Pupils will build upon prior learning and skills taught in Y7, focussing on refining their skills and techniques whilst learning and developing new ones. They will revisit formal elements in each unit recapping knowledge and understanding so that any misconceptions can also be readdressed. The units in Y8 are based on Pop Art, Food/Sweets, Gaudi and Mark Hearld. Pupils learn about the working practice of different types of artists that can inform their practice and an understanding of how different artists make a living and their careers. The curriculum is designed to build in resilience as pupils work towards developing more sustained and complex units of work, linking ideas to artists and creating ideas with a

personal response to a theme. As they progress, they learn to evaluate their own work and analyse how they could improve on it informing future development.

In Y9 the curriculum is designed to develop greater independence and develop a more personal journey for pupils. They will work towards developing more complex and sustained pieces of work covering wider themes that encourages pupils to make a statement whilst expressing a more personal response. The units are sequenced with varying levels of challenge and risk taking whilst exploring and experimenting with both traditional and alternative materials and processes that are initially informed by, and teacher led towards pupils taking ownership of the direction and development of their work through experimentation and exploration. The units encourage pupils to reflect and analyse their work and that of artists and make personal choices about how it informs their work.

### **Assessment**

Formative assessment is diagnostic and involves dialogue between pupils and the teacher as well as creative outcomes and demonstration of skills. Teacher, peer and self-assessment aims to develop confidence through encouragement and motivation by focusing on positive aspects of work; a mistake can be a great opportunity to learn from and not merely a negative action that has spoilt the work.

Summative assessment is used to gauge how well pupils have remembered and put into practice the knowledge and skills through the curriculum journey, through the components and learning objectives from pupils' work, notes, portfolios and observation, questioning and explanations from pupils. Assessment data is recorded at half termly/termly intervals.

In KS 4 we follow AQA as the exam board for GCSE Art & Design, GCSE Art projects are planned to fulfil all 4 assessment objectives. Project themes can be negotiated with pupils providing pupils with greater feeling of ownership and motivation. The learning journey is supported whilst encouraging pupils to lead on their own development and personalised learning journey.

Assessment and pupils' peer and self-evaluation are fluid. Teacher assessment informs planning and pupils receive feedback throughout learning opportunities and summative assessment is recorded at the end of the unit learning.

### **Impact**

Pupils make progress and can achieve well in art at KS3 and KS4. Skills and knowledge gained at KS3 provide a foundation for success in GCSE Art and Design.

Art contributes to the well-being of pupils at Newbridge. It offers a safe place to express themselves in non-verbal creative ways. Art is celebrated and can be seen around the building and raises self-esteem. All pupils can find success in some area of Art and are encouraged to recognise that they all have different strengths.

Lunch time art clubs provide the opportunity for pupils to develop personal interests and projects.

Opportunities are provided for pupils to work with practicing artists and take part in enrichment events that contribute to their cultural capital. Newbridge gained Gold Award

Artsmark and has partnerships with FACT in Liverpool and The Turnpike in Leigh and Lancashire Wildlife Trust which along with working with practicing artists ensures the curriculum is engaging through its contribution to pupils learning and teacher CPD.

Pupils learn skills and develop interests that they can use regardless of their future education or work/career pathway from creative thinking to problem solving and developing cultural capital. It is an interest they can take with them and develop long after school into adult life in varied forms.