

Art and Design

Rationale

Art education enriches pupils' lives in profound ways. Through studying art, pupils learn to interpret and engage with the visual world, developing creativity, imagination, and the ability to express ideas and emotions. We live in a world shaped by design, creativity, and visual communication; therefore, we need individuals who can contribute innovatively to culture, society, and the economy.

The Arts have always been central to how cultures and individuals express themselves. It is vital that pupils explore and question what art is, what art can be, and its role in shaping history, identity, and society. At Newbridge, we aim for pupils to engage with art from a wide range of times, places, and cultures, building cultural capital and becoming visually literate, creative, open-minded, and expressive individuals.

The Art curriculum enables pupils to create original artwork using varied approaches, media, and techniques. It encourages reflection, problem-solving, and critical thinking—skills essential for education, work, and life. Importantly, the Arts also play a key role in supporting pupils' wellbeing and mental health, offering opportunities for self-expression, confidence-building, and emotional growth.

Intent

At Newbridge, pupils arrive with a wide range of prior experiences in Art. The curriculum follows the National Curriculum and begins with the understanding that many pupils may have had limited exposure to Art at KS2. Our intent is to nurture creativity and confidence, enabling every pupil to discover their individual strengths—whether in drawing, painting, sculpture, printmaking, digital art, or

imaginative thinking. We recognise that artistic progress is not always linear and that every pupil can achieve success.

Our Year 7 curriculum begins with *The Scream* by Munch—an accessible and expressive starting point that allows assessment of pupils' skills while supporting emotional expression.

Year 7: The curriculum begins with *The Scream* by Munch—an accessible and expressive starting point that allows assessment of pupils' skills and an introduction to different materials and Health and Safety in the classroom. Pupils are introduced to key formal elements of art and explore artists and cultures to understand how intention and meaning are communicated. They experiment with a range of media to create both 2D and 3D outcomes and begin to evaluate and improve their work.

Year 8: Pupils refine existing skills and develop new techniques, exploring *Everyday Life* and *Pop Art*, *Architecture* and *Flora and Fauna* in art. They study the working practices of artists and designers, understanding art-related careers and how creative industries function. Projects become more sustained and complex, encouraging resilience, reflection, and personal response.

Year 9: Pupils develop greater independence, working on more ambitious projects exploring wider themes and making personal, expressive statements. They are encouraged to take creative risks, experiment with traditional and alternative media, and evaluate their work critically to inform future development.

The curriculum is carefully sequenced to build knowledge, skills, and confidence. Pupils revisit key concepts and techniques, deepening their understanding and developing mastery over time. Progress is measured across four key areas: *Developing Ideas*, *Making Skills*, *Evaluating Skills*, and *Knowledge*.

KS4

At KS4 pupils can choose to take *GCSE Art* which builds on the foundation of the KS3 curriculum. It inspires challenge, and equips pupils with the confidence, creativity, and technical skill to express their ideas through visual and tactile media, encouraging students to take ownership of their creative journey through independent investigation and critical reflection. Pupils are taught to think creatively and critically, developing resilience through experimentation and problem-solving. They explore a broad range of materials, techniques, and processes—including drawing, painting, printmaking, photography, digital media, and three-dimensional work—to refine and extend their practical skills.

Pupils develop an understanding of how artists, designers, and craftspeople communicate meaning, respond to the world around them, and contribute to cultural and creative industries.

Implementation

At KS3, Art is taught weekly:

Year 7: 1 × 45 minute session per week

Years 8-9: 1 to 2 × 45 minute sessions per week

KS4 pupils receive 3 × 45 minute sessions weekly, taught by a specialist Art teacher.

Lessons are differentiated to meet the varied learning needs of pupils. Each lesson follows a clear structure while allowing flexibility for creativity, reflection, and experimentation.

Year 7: Introduction to drawing, painting, ceramics, and formal elements. Pupils engage and explore artists and cultures as inspiration for creating both 2D and 3D works.

Year 8: Builds on prior learning, revisiting formal elements while introducing new skills in printmaking and ceramics. Pupils refine their techniques and link their ideas to artists' work to develop more personal responses.

Year 9: Encourages independence and ownership through more sustained, self-directed projects. Pupils explore personal themes and experiment with a broad range of materials and processes, learning to analyse, reflect, and make creative decisions.

Schemes of work and projects are regularly reviewed and adapted in response to assessment, pupil engagement, and evolving learning needs.

Assessment

Assessment in Art is both formative and summative.

Formative assessment takes place through teacher feedback, peer review, and self-evaluation. It focuses on celebrating strengths, developing confidence, and viewing mistakes as opportunities for learning and encourages refining of skills.

Summative assessment evaluates how well pupils can apply knowledge and skills through practical outcomes, sketchbooks, written reflections, and class discussions. Assessments are recorded termly and used to inform future planning.

At KS4, pupils follow AQA GCSE Art & Design. Projects are designed to meet all four assessment objectives. Themes are often negotiated with pupils to foster ownership and motivation, supporting personalised creative journeys.

Impact

Pupils at Newbridge make clear progress in developing artistic skills, creativity, and confidence. KS3 provides a strong foundation for success at GCSE and beyond.

Art contributes significantly to pupil wellbeing, offering a safe and positive space for self-expression. Pupils take pride in their work, which is celebrated throughout the school environment, helping to build self-esteem and a sense of belonging.

Enrichment opportunities include lunchtime art clubs, collaborations with practising artists, and partnerships with The Turnpike in Leigh and Leigh Spinners Mill which broadens pupils' experiences and strengthen cultural capital. Newbridge is an Artmark school reflecting its commitment to high-quality arts education, innovation and staff professional development.

We aim to equip pupils with transferable skills, creative thinking, problem-solving, independence and reflection that they can carry into all areas of life, education, and future careers.