

Park School, Bolton Impact Trust Art and Design Curriculum

Rationale

As a Trust we believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art whilst developing an understanding and appreciation of great artists and great works of art and how they have shaped our history and culture. At Park School we believe that delivering Art has overwhelmingly positive benefits for young people. Learning through and about the arts enriches the experience of studying while at Park School as well as preparing students for life now and in the future.

Park School's art lessons encourage self-expression and creativity and can build confidence as well as a sense of individual identity. By developing the pupil's creativity, this can also help with their wellbeing and improving health and happiness. Pupil voice has shown that for many Park School pupils art lessons are an outlet for releasing the pressures of studying as well as those of everyday life. While studying art, pupils also help to develop critical thinking skills and the ability to interpret the world around us. While at Park School, pupils learn about the culture around artists and art movements, how to understand and interpret the complexities and diversity of society. This encourages pupils to cultivate their awareness, empathy and the appreciation of different and diverse views as well as a sense of their own identity and value.



Knowledge

We ensure that throughout the Art and Design curriculum pupils acquire the key knowledge required to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- use a range of techniques and media, including painting
- increase their proficiency in the handling of different materials
- analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



Character

We ensure that pupils develop their own character attributes by engaging with challenging and thought-provoking art from a range of genres, social, cultural and historical contexts. Pupils are taught to try new things and to express themselves through various media. They develop empathy, resilience and an appreciation of art in all its forms.



Creativity

We ensure that pupils develop their creativity in order to keep up with our fast-changing world and to help pupils to reflect on that world. We teach pupils to express their feelings, to tell stories and to connect with others. We develop pupils' confidence to explore new ways in which to be creative, to share their work with others and to enjoy creating new things.



Innovative Thinking

We inspire pupils to develop new ideas and to solve problems innovatively. We teach them to understand that the process of creating something often includes failure or mistakes and by having these happen we develop our innovative thinking skills by finding ways around the problem or approaching it in a different way.



Transform

Pupils will transform the essential knowledge and skills that they are taught in the Art curriculum into long-lasting success in the world of further study and work. They will be skilled in a number of different art, craft and design techniques, and will be confident to be creative in their approach to problems or tasks. They will be equipped for an ever changing world of work where some of the jobs that they will do have not been invented yet.

Curriculum Design

The Art, and Design curriculum has been carefully planned and sequenced so that knowledge builds upon prior knowledge and as pupils move through the academic year and the various pathways, knowledge and understanding is deepened and regularly revisited. Our curriculum topics are planned in a way which ensures that our pupils can experience the full programme of study at both key stages which build in depth and level of challenge for each term that they are with us. Knowledge and skills are repeated regularly to enable pupils to retrieve prior learning regularly, to increase their confidence, and to address the needs of the pupils who join us throughout the year and with vastly different abilities and experiences of the Art and Design curriculum prior to joining us. Pupils who leave us to return to mainstream are able to re-engage with the Art and Design curriculum there.

Art at Park School has strong cross curricular links and follows the themes each term in line with the whole school curriculum. Employability skills are also integrated in to the art curriculum and delivery. Making our pupils aware that innovation and creativity are valued highly by employers. Additionally Park School's Art Curriculum has a focus on determination and resilience – qualities useful to any career. When producing art it is okay to fail or not get it right first time and to have the courage to start again. This message is one every pupil will hear in every art lesson. In Art, pupils have the opportunity to form bonds with classmates because of shared interests and ideas. We encourage building relationships through discussion, whilst also acquiring new skills and knowledge of the different art forms, media and techniques.

Key Stage 3

In key stage 3 pupils are taught Art and Design in the main school for two sessions per week. Pupils in the Wellbeing group have three sessions. Art and Design is delivered to mixed age and ability groups. Work given to pupils is based upon their ability. Pupils move through the different levels of Entering, Emerging, Developing and Securing at Key stage 3. Although these are linked to age-related levels, pupils are placed on the level that matches their ability. They are not limited by their year group. There is a curriculum intent which breaks up the core component knowledge and skills that each level should deliver. There is also a summary intent which demonstrates the core knowledge and skills for the whole key stage. Pupils are assessed to find the level that is appropriate to their ability and then work up through the levels at an appropriate pace.

The key stage 3 Art and Design curriculum is organised into three key topics for each term-

- **Exploring Identity and Expression** – Pupils in each stage (entering, emerging, developing and securing) will investigate how other artists express themselves through different mediums in art, craft, design and architecture. They will develop an understanding of how to evaluate and analyse creative works (including their own) using the language of art, craft and design. Pupils will explore who they are as an artist and produce creative work, exploring their ideas and recording their experiences. They will also learn the positive effects that art can have on their own mental health by exploring art therapy techniques.
- **The Wider World** – Pupils in each stage (entering, emerging, developing and securing) will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. They will learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- **Making an Impact** – Pupils in each stage (entering, emerging, developing and securing) will develop their proficiency in drawing, painting, sculpture and other art, craft and design techniques and in the handling of different materials. Using their knowledge from earlier topics they will explore further the artists, styles and movements that have had a personal impact on them and will make their own impact on the world by creating works of art and design that have been influenced by what they have learned.

The Trust's Art Curriculum Intent provides guidance for subject teachers on what core component knowledge and skills should be focused on for each theme. Teachers are encouraged to plan schemes of work which are based upon the guidance but are also personalised to address the needs of the pupils that they are teaching.

	Identity and Expression	The Changing World	Making an Impact
	(Autumn)	(Spring)	(Summer)
Securing (Year 9 Age-related level)	<p>Pupils will:</p> <ul style="list-style-type: none"> Look at two different artists from different eras and compare these artists. Recreate works of art in the two different styles of the artists studied Critically respond to their own and other's work using the language of art, craft and design. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Study a significant historical artistic movement Analyse and critically respond to works of art from that movement Produce at least two works of art using different mediums which are influenced by the artistic movement that they have explored 	<p>Pupils will:</p> <ul style="list-style-type: none"> Investigate different materials and what they can create by using them Explore how different mediums have evolved through time and how some materials are no longer available. Explore how they can use recycled materials to create work and how this impacts on the environment.
Developing (Yr. 8 Age-related level)	<p>Pupils will:</p> <ul style="list-style-type: none"> Explore a number of different interpretations of a 'self-portrait' by various artists, using various mediums and offer a critical response to these works of art using the language of art, craft and design. Produce a self-portrait based on a style and medium that has inspired them from their investigations. Explore and develop their understanding of line, shape, form, tone, texture, pattern, colour and composition by producing a drawing or painting of a landscape 	<p>Pupils will:</p> <ul style="list-style-type: none"> Explore art from several other cultures and the impact that it has had on the world Using a medium that they have not previously used, produce a piece of art which is influenced by the art from other cultures that they have explored Critically respond to their own and other's work using the language of art, craft and design. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Explore a theme and investigate various works of art using different mediums and from different cultures and historical periods that link to that theme. Produce a presentation on what they discover including a critical response to the art works they have investigated and the impact that they feel that they have had on the world and on them personally.
Emerging (Year 7 Age-related level)	<p>Pupils will:</p> <ul style="list-style-type: none"> Know and understand the colour theory Explore how colour has been used in several different art forms and historical periods to express identity, and respond to these works of art using the language of art, craft and design. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Investigate how art has developed over time with the use of new technology, and how artwork can reflect the time period in which it was created. Explore works by artists such as Anthony Gormley, Van Gough and Lowry and 	<p>Pupils will:</p> <ul style="list-style-type: none"> Explore different public arts and how they impact the wider community and world Consider why graffiti is deemed illegal and the political statements people make through their art, considering the positive and negative impact art can have.

	<ul style="list-style-type: none"> • Produce a piece of art which uses colour to express an element of their own identity or an emotion. • Explore and develop a basic understanding of line, shape, form, tone, texture, pattern, and composition • Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing 	<p>respond to these works of art using the language of art, craft and design.</p> <ul style="list-style-type: none"> • Explore the art of architecture and how buildings have evolved over time with the use of new materials by focusing on the work of artists such as Gaudi, Miles Van der Rohe, Richard Rogers, Zaha Hadid, Frank Lloyd Wright and Daniel Burnham. 	<ul style="list-style-type: none"> • Produce a piece of art which makes a statement about something they feel strongly about • Respond to their own and other's work using the language of art, craft and design.
<p>Entering</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Learn the basic key knowledge of the colour theory • Explore how colour has been used in at least two different art forms linked to identity, and offer their opinion on these works of art using the language of art, craft and design. • Produce a piece of art which uses colour to express an element of their identity or an emotion. • Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Investigate an early art form and gain an understanding of its impact upon art and design in the modern world. • Use techniques from the art form that they have explored and develop their own proficiency in it. • Respond to their own and other's work using the language of art, craft and design. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Explore and develop a basic understanding of line, shape, form, tone, texture, pattern and composition • Develop their proficiency in drawing through drawing exercise • Produce a piece of art using a technique that they have not used before • Respond to their own and other's work using the language of art, craft and design.

Key Stage 3 Summary Intent	Identity and Expression (Autumn)	The Changing World (Spring)	Making an Impact (Summer)
	<p>Pupils will:</p> <ul style="list-style-type: none"> • Know and understand the colour theory • Explore and develop a basic understanding of line, shape, form, tone, texture, pattern, and composition • Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing • Offer a critical response to works of art using the language of art, craft and design. • Explore the theme of identity by analysing works of art based upon the theme • Produce their own work of art based upon the theme of identity with pencil drawing or paint 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Investigate an early art form and gain an understanding of its impact upon art and design in the modern world. • Investigate how art has developed over time with the use of new technology, and how artwork can reflect the time period in which it was created. • Explore art from several other cultures or historical periods and the impact that it has had on the world • Produce works of art which are influenced by a movement, style, culture or historical period • Produce a work of art in something other than a drawing or painting • Respond to their own and other's work using the language of art, craft and design. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Develop their proficiency in their use of line, shape, form, tone, texture, pattern, and composition • Produce a piece of art which makes a statement about something they feel strongly about • Explore a theme and investigate various works of art using different mediums and from different cultures and historical periods that link to that theme. • Investigate different materials and what they can create by using them • Produce a piece of art using a technique that they have not used before • Critically respond to their own and other's work using the language of art, craft and design.

Key Stage 4 Art and Design Curriculum Design

Key Stage 4

Art and Design is a core subject for pupils in key stage 4. The key stage 4 curriculum continues to build upon the knowledge and skills that were delivered at key stage 3. For pupils who have attended Park School for key stage 3, the themes each term remain the same but the topics, artists and cultures differ each academic year. Due to the transient nature of our pupils the key stage 4 curriculum is delivered in one full school year to ensure that pupils can access a breadth of study in Art and experience the key knowledge and skills from the full program of study in their time with us. Should a pupil remain at Park for more than three terms they will access the year 2 curriculum plan which revisits the key skills and knowledge from year 1 but at an increased level of challenge and with different artists and art forms. Teachers use the BIT Assessment levels for Art to ensure that pupils make progress and that work is set at an appropriate level.

When a pupil is studying GCSE Art whilst being dual registered with their mainstream school, Park School teaching staff can facilitate the pupil with their coursework and Art exam. There is a separate curriculum plan for this pathway. Pupils at Park School in Key stage 4 have two sessions of Art per week in the main school. The key stage 4 curriculum asks the pupil to dive deeper into the artist's process by investigating and recognising the social and historical impact of individual artists, art movements and cultures. Students use this knowledge to shape their own art works.

The key stage 4 Art and Design curriculum is organised into three key topics for each term-

- **Exploring Identity and Expression** – Pupils in each year group or stage (entering, emerging, developing and securing) will investigate how other artists express themselves through different mediums in art, craft, design and architecture. They will develop an understanding of how to evaluate and analyse creative works (including their own) using the language of art, craft and design. Pupils will explore who they are as an artist and produce creative work, exploring their ideas and recording their experiences. They will also learn the positive effects that art can have on their own mental health by exploring art therapy techniques.
- **The Wider World** – Pupils in each year group or stage (entering, emerging, developing and securing) will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. They will learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

- **Making an Impact** – Pupils in each year group or stage (entering, emerging, developing and securing) will develop their proficiency in drawing, painting, sculpture and other art, craft and design techniques and in the handling of different materials. Using their knowledge from earlier topics they will explore further the artists, styles and movements that have had a personal impact on them and will make their own impact on the world by creating works of art and design that have been influenced by what they have learned.

Key Stage 4 Curriculum Intent	Identity and Expression (Autumn)	The Changing World (Spring)	Making an Impact (Summer)
Year 1	<p>Pupils will:</p> <ul style="list-style-type: none"> • Know and understand the Formal Elements using different art mediums such as oil pastels and mineral, pencil crayon, marker pens, gouache etc. • Explore and develop a further understanding of line, shape, form, tone, texture, pattern, and composition using more complex techniques such as block printing, experimental line making and texture rubbing. • Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing • Investigate the connection between Art and Mental Health by research of the life and work of several artists e.g. Vincent Van Gogh, Edvard Munch, and Elise J. M. Pacquette, etc. who expressed and explored their own mental health. • Offer a critical response to works of art using the language of art, craft and design. • Produce their own work of art based upon the theme of 'positive about mental health' with mixed media. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Investigate the South American Mask art form and gain an understanding of its impact upon art and design in the modern world. Students incorporate the culture and History of that the chosen era/art movement. • Investigate how art has developed over time with the use of new technology, and how artwork can reflect the time period in which it was created. • Explore art from several other cultures or historical periods and the impact that it has had on the world. E.g. South America's Dia de los Muertos. Japanese ancient Ukiyo-e style, etc. • Produce works of art which are influenced by the Pop Art movement, style, culture or historical period 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Develop their proficiency in their use of line, shape, form, tone, texture, pattern, and composition • Produce a piece of art which makes a statement about something they Feel Strongly about in the UK • Explore a theme and investigate various works of art using different mediums and from different cultures and historical periods that link to the theme Insects. • Investigate different materials and what they can create by using them • Produce a piece of art using a technique that they have not used before • Critically respond to their own and other's work using the language of art, craft and design. • Annotate their research, techniques, thinking behind an idea and analyse the success of techniques, idea, composition, etc.

		<ul style="list-style-type: none"> • Produce a work of art in something other than a drawing or painting • Respond to their own and other's work using the language of art, craft and design. • Annotate their research, techniques, thinking behind an idea and analyse the success of techniques, idea, composition, etc. 	
Year 2	<p>Pupils will:</p> <ul style="list-style-type: none"> • Know and understand the Formal Elements using different art mediums such as oil pastels and mineral, pencil crayon, marker pens, gouache etc. • Explore and develop a further understanding of line, shape, form, tone, texture, pattern, and composition using more complex techniques such as Charcoal, Collage and using found objects as brushes/mark making. • Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing • Investigate the connection between Art and Mental Health by research of the life and work of several artists e.g. Jayoon Choi, Paula Scooter, Tracey Emin, and Emma Haddow. • Offer a critical response to works of art using the language of art, craft and design. • Produce their own work of art based upon the theme of 'positive about mental health' with mixed media. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Investigate the Native American Totem art form and gain an understanding of its impact upon art and design in the modern world. Students incorporate the culture and History of that the chosen era/art movement. • Investigate how art has developed over time with the use of new technology, and how artwork can reflect the time period in which it was created. • Explore art from several other cultures or historical periods and the impact that it has had on the world. E.g. South America's Dia de los Muertos. Japanese ancient Ukiyo-e style, etc. • Produce works of art which are influenced by the Surrealist movement, style, culture or historical period • Produce a work of art in something other than a drawing or painting 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Further Develop their proficiency in their use of line, shape, form, tone, texture, pattern, and composition • Produce a piece of art which makes a statement about something they Feel Strongly about something outside of the UK • Explore a theme and investigate various works of art using different mediums and from different cultures and historical periods that link to the theme Marine Life. • Investigate different materials and what they can create by using them • Produce a piece of art using a technique that they have not used before • Critically respond to their own and other's work using the language of art, craft and design. • Annotate their research, techniques, thinking behind an idea and analyse the success of techniques, idea, composition, etc.

		<ul style="list-style-type: none"> • Respond to their own and other's work using the language of art, craft and design. • Annotate their research, techniques, thinking behind an idea and analyse the success of techniques, idea, composition, etc. 	
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GCSE Art and Design Curriculum Design

Pupils completing the Art GCSE will build upon the knowledge and skills that they developed in key stage 3. They will be expected to begin the course in year 10 and spend at least 5 terms completing it. Pupils arriving in the Trust part way through year 10 or later may be able to complete the GCSE course if they have been working towards it in their mainstream school.

The curriculum for GCSE Art and Design encourages pupils to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

GCSE ART Intent	Autumn	Spring	Summer
Year 10	Pupils will: <ul style="list-style-type: none"> • explore and experiment with materials, processes, technologies, techniques and processes • record practical and written observations • research and investigate contextual sources • develop their competency in drawing / mark-making • generate and develop ideas by completing a small discrete project 	Pupils will: <ul style="list-style-type: none"> • develop and explore ideas • research primary and contextual sources • experiment with media, materials, techniques and processes • present personal responses 	Pupils will: <ul style="list-style-type: none"> • Complete a thematic response project
Year 11	Pupils will: <ul style="list-style-type: none"> • be given the opportunity to mimic the content of the Externally Set Assignment, using a previous ESA theme or Sample Assessment Materials to include: <ul style="list-style-type: none"> • developing and exploring ideas • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) 	Pupils will: <ul style="list-style-type: none"> • start work on their preparatory studies in response to the theme 	Pupils will: <ul style="list-style-type: none"> • finalise unfinished work in light of feedback from teacher and their own experience of completing the Externally Set Assignment • Select and present appropriate work for assessment of their Personal Portfolio

BIT Level Descriptors

BIT Level	Investigate AO1: Develop ideas through investigations, demonstrating critical understanding of sources	Explore AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Observe AO3: Record ideas, observations and insights relevant to intentions as work progresses.	Respond AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
9	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
7/8	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
6/7	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
4/5	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.

2/3	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
1/2	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
Pre-GCSE 4/5	I can investigate visual and tactile qualities in materials and other artists work and use this to develop my own practical skills	I can explore ideas in different ways, collecting information and resources in order to make comments and choices about my work.	After looking at the work of others I can adapt and improve areas of my work when making images.	I can describe the work of others commenting on the ideas and thinking about similarities between own and others work.
Pre-GCSE 2/3	I can investigate the work of other artists and use different materials to share work.	I can explore more than one idea to create work.	I can talk about how others work is different and suggest ways of improving my own work.	I can share my ideas and meaning and design to make pictures and objects.
Pre-GCSE 1	I can investigate The Work of other artists	I can use ideas to create work.	I can talk about what I think and feel about others work.	I can use different materials and processes to share my ideas and designs and make pictures.