

## **Subject Intent for Art (updated May 2023)**

### **Intent**

In Art, the main principles fundamental to all aspects of work are twofold; the development of skills and the individual pupil's response to the projects and tasks set.

Guiding and supporting these principles and how best they can be achieved, have been researched in the work of Rosenshine's, 'Principles of Instruction.' He advocates the necessity of sequencing lessons, modelling good practice, reviewing what has been learned for further developments and questioning to ensure learning has been understood and embedded in practice.

For KS4 pupils, Neil Mercer's research in 'Words and Minds' is also valuable. In his work he raises the importance of 'persuasion through discussion and control.' As each pupil is undertaking work which has a voice that needs to be heard, the starting point for projects are discussed within the group. Mercer believes that pupils should be taught to agree a course of action including responsibilities and deadlines. Does the artist have the right to: challenge or offend? is a valid question. At the start of each project and during lessons, these questions will be revisited for discussion and changes to work made, if required. Established artists' artwork, relevant to the project, are examined for discussion by the group and pupils are asked to consider the notions of freedom of expression and censorship in relation to their own work as they live in a country that values individual freedoms of expression. These discussions are developmental as well as fundamental and views and opinions can modify, be reinforced or challenged by others in the group. Freedom to express their views and be respected for them, particularly if they differ from those of others, is an important part of the individuality of Art, providing they understand that they must not break any laws.

All pupils at the school have experienced a wide range of different styles of art teaching in their previous schools. The National Curriculum, particularly in KS2 is not prescriptive on the skills which should be taught in Art. It is fundamentally important that pupils are taught a wide range of skills as these are the tools which they will use to create their own unique work. Most KS3 pupils are resistant to learning and developing through experimentation. Work which pupils consider to be unfinished or not *perfect*, is rarely valued as they think Art is only about producing perfect work. On questioning pupils, a common theme occurs in that they think that they are not good at Art because they cannot produce a final piece of work which is *perfect*. This is a barrier which has to be overcome. All groups of art pupils are taken through the process of; investigation, preparatory work, final outcome, and they are guided through this sequencing. Work produced in each part of that journey is equally important and pupils are taught this from the outset.

Each year, projects will be introduced either half termly or termly and will be dependent on the abilities and make up of each group. It is expected that pupils will have the opportunity to produce a final piece of work in paint, clay, or 3D models. The long-term plan for art is to introduce textiles and printmaking. Supporting the development of craft activities for interest and Wellbeing include jewellery making, sewing, embroidery and knitting. Opportunities are explored each year to make cross-curricular links with other subject areas.

From September 2021 onwards, KS4 pupils have been given the option of taking BTEC Art & Design; 2D,3D and textiles modules. The BTEC programmes are intended for pupils who are not able to complete the 2 year GCSE courses. It also serves to work with other Option Groups and be part of a portfolio of BTEC qualifications. The contents of the courses include the development of personal skills which will be important as pupils move on to education or training after leaving school.

KS4 pupils who have already commenced a GCSE Art & Design course at a previous school will have the opportunity to complete the work they have started.

Art is a universal language. It has always been and always will be, a visual representation of all aspects of our world. It is no surprise therefore, that the visual arts play an important role in understanding the social, moral, cultural and spiritual values experienced by different groups of people both within our own country and across the world. Understanding the context of how and why a piece of artwork has been created is examined and discussed in every group.

With the current focus on demonstrating RRSa in lesson planning, the following articles are pertinent to work in Art:

12- Every child has the right to have a say in all matters and have their views taken seriously.

13- Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

23- A child with a disability has the right to have a full and decent life with dignity and independence and to play an active part in the community.

29- Education must develop every child's personality, talents and abilities to the full.

31- Every child has a right to relax, play and take part in a wide range of cultural and artistic activities.

Whilst cross-curricular references are a significant part of every project, retrieval exercises underpin this process so that pupils learn to draw on information they may have forgotten about, or on material they have studied in other curriculum areas. As these memories and experiences can be individual to each pupil, they are useful tools in encouraging a personal response.

It is important that cultural activities are experienced outside of computer images, pictures and the classroom. It is hoped that trips to Museums and Exhibitions in Liverpool will take place. There, the pupils will view original pieces of artwork and artifacts and learn about career opportunities working in museums, galleries and the job of a curator.