

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 / offend is a valid question? At the start of each project and during tutorial sessions, 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 during tutorial time 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 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 in school have experienced a wide range of different styles of art teaching. 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.

KS3 pupils are timetabled for one lesson in Art each week. During the 2021-22 academic year they will complete the 'Discover' module of the Arts Award programme. (This could not take place last year due to Covid restrictions.) This project has a strong cross-curricular theme. Later in the year 'Our Environment' will present opportunities during the summer term for pupils to work outside the classroom and develop themes from Science and Geography. They will produce a woven panel using recycled materials.

During Arts Award 'Discover' lessons, pupils will be studying 'Oswaldtwistle.' It will incorporate themes from, English, PSHE, Humanities, Maths, Technology and Science. They will examine old maps of Oswaldtwistle and compare them with contemporary maps. They will identify

landmarks in the town and explore the history of their purpose and the people who created them, design and enlarge a section of a map and use the painting style of an artist to create their own map of Oswaldtwistle. In addition to this and following a visit to the local library and heritage centre, students' will also be expected to create an information brochure.

The introduction of the Arts Award programme in the school comes under the umbrella of Art, but the main foci of the programme is to develop transferable skills, experience learning outside of the classroom and cross-curricular work. The outcomes for each project are presented in a visual form. It is expected that staff from different subject areas will contribute to parts of each qualification level.

From September 2021 onwards, KS4 pupils will be given the option of taking Functional Skills Art & Design and Functional Skills Performing Arts. The Functional Skills programmes are intended for pupils who will not be able to complete the 2-year GCSE. It will also serve to work with other Option Groups and be part of a portfolio of Functional Skills activities. 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 started a GCSE Art & Design course at a previous school will have the opportunity to complete it here at OSSS should they wish to do so. Work already completed at their mainstream will be collected and built on.

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 worlds. Understanding the context of how and why a piece of artwork has been created is examined and discussed in all groups.

With the current focus on demonstrating RRSAs 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 planned to engage in art trips to Museums and Exhibitions in Liverpool. 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. It is hoped that pupils will get the opportunity to attend a pantomime to see the varied artwork of artists who work in theatre productions.

Additional notes:

Following the return to school for the Autumn term in 2021, it became evident that KS3 pupils had little experience of using art materials. They also struggled to make links between the work of artists and crafts people and their own work. It was decided to provide additional art lessons so that pupils could have the opportunity to experiment and manipulate art materials and techniques alongside the extended Arts Award project. A series of short projects will be created so that pupils will gain confidence in using materials and equipment.

The KS4 curriculum underwent some changes. Every group now has 1 lesson each week in the art room. The focus of these lessons will be wellbeing, individual creativity, experimenting with materials, social awareness and groupwork.

Implementation

For KS3 pupils, detailed pupil booklets to support their learning have been generated for each project. The booklet contains a list of sequential tasks set for each project. Each task has a red, amber, green table beside it. These indicate; *no evidence*, *working towards completion*, completed.

For all pupils across both key stages, the list of sequenced tasks serves to support the different pace pupils will work at when doing Art. It also serves to indicate to pupils, tasks they should revisit to complete or improve. The sequenced tasks are set in such a way that it provides a structured pathway to the end point of every project; a completed piece of artwork.

The sequenced tasks provide a visual prompt for pupils who may have been absent from school and missed a few lessons. It also serves to remind pupils the point they are at with their work. PowerPoints are used to focus on particular tasks and targets with a different slide added each lesson. These can be printed off and given to staff supporting pupils in another room. The combination of the specific tasks on the board, retrieval exercises and short starter activities, usually keywords, are used to minimise the impact of the Forgetting Curve described by Ebbinghaus where learning is lost when not frequently used. A lot happens between lessons, particularly when these lessons take place once each week and it is understandable that pupils may need a variety of tools to avoid losing focus by struggling to remember what they may have learned previously.

Links to Prior Learning, and Base Line Skills Assessment sheets are also included in their booklets. These sheets serve as focused retrieval exercises and help put the topic area to be studied into a context, as well as provide useful information as to whether or not any additional information, scaffolded or technical support are needed by individual pupils.

Arts Award pupils will receive the same scaffolded work format. At the completion of each project, their work will be photographed and inserted into assessment criteria areas set by the course provider, Trinity College.

It is important to note that staff making written comments on pupil work is not considered good practice. Pupils are asked to put a border on their paper before starting their work. Pupils use

this to annotate their progress and make comments about how they could improve it the following lesson. Written peer assessment comments also take place in these borders. These borders are used when staff are providing feedback to pupils across all groups. However, most comments made about progress with work, are done in 1-1 discussions with the pupils. Annotating with keywords is important and their ability to accurately use keywords recorded in their booklets in the Literacy table.

Interleaving is an essential part of Art, particularly in KS4. The skills they have learned previously are constantly revisited for improvement and development, particularly as they gain confidence exploring their own artistic style. Some skills will be more relevant depending on the task they are working on; others will be set aside for a time and resurface later.

For pupils undertaking Functional Skills, pupils will work through a core module which focuses on the development of personal skills. A large part of their practical work will have a strong element of skills for future employment and it is hoped they will visit colleges who specialise in Performing Arts and Art as well as visiting galleries, museums and theatres.

Additional notes:

KS3 and KS4:

A range of short projects will be created with the emphasis on experimenting. The projects will be tailored towards the needs of individual groups. As the groups progress throughout the year, the complexity and length of the projects will be matched to their needs and abilities. The pupils will be monitored by a project brief which will be attached to their folder for reference. A skills sheet will also be attached to their folders and pupils will be encouraged to comment on their progress. KS4 groups will be encouraged to develop their work independently with their chosen medium.

Impact

It is possible to measure the impact of the individuals learning in Art. The successful completion of the tasks set in the sequencing pathway is one way. Another way of measuring progress is in the development of the skills and techniques taught during the project or later in the year. Yet again, impact can be assessed when a pupil is making decisions about how they should develop their work.

When a pupil makes decisions about how to improve or change their work so that it achieves the effect they want without reference to the teacher, this demonstrates the confidence they have in their ability and progress.

Likewise, when pupils decide they wish to experiment with materials or a particular composition, it shows they have the confidence to transfer skills without worrying about making mistakes. Indeed, the art-room has been organised so that pupils are able to readily access a wide range of materials.

For both KS3 and KS4 pupils, in addition to the sequencing pathway record, they have a curriculum map in the front of their folders. Criteria for their expected end points are clearly displayed and will be highlighted to show progress made. This curriculum map shows the areas which are making progress and areas which may require further attention.

For the Arts Award, the success of the programme is twofold:

- Every KS3 in school receiving at least one certificate for the successful completion of a module
- Increased awareness and fluency by pupils of cross –curricular learning

Additional notes:

KS3 It is hoped that pupils will become confident users of a wide range of materials and techniques. The use of keywords will be encouraged as will the pupils' abilities to discuss their work with their peers.

KS4 With pupil wellbeing and social awareness being an important part of the KS4 art activities this year, it is hoped that pupils will find the lessons both stimulating and relaxing with every pupil producing work they will feel proud of having created.

The success of the programme will be closely monitored.