

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 in '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 questions. 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 two lessons in Art each week. One lesson is dedicated to Art and in these lessons, pupils will undertake three projects during the year. During the other lesson, they will complete the 'Discover' and 'Explore' modules of the Arts Award programme. (when it commences due to Covid restrictions). All three projects have a strong cross-curricular theme. 'A Christmas Carol' will link with work being undertaken in English and History as pupils will design and create a puppet theatre which reflects the atmosphere of Victorian London, make puppets and write a short contemporary version of Charles Dickens' play. 'Famous Buildings of the World' will link with Humanities and PSHE and explore the design, function and decoration of buildings past and present. Pupils will complete a panel using printmaking techniques. '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.

KS4 pupils have the opportunity to take two endorsed GCSEs in Art; Fine Art and 3d Design. The unendorsed Art, Craft & Design qualification will still be available for pupils who have already commenced the unendorsed GCSE at another school and join the school partway through the course.

The first project for the Fine Art GCSE will be, 'My Environment.' For 3d Design it will be, "Am I Not A Man And A Brother" Slavery Past and Present.' The pupils will be provided with booklets similar to the KS3 booklets in content, but the sequencing of activities will be monitored and recorded against GCSE exam criteria. The exam marksheet will be included in their folders so that progress towards their target grades in all four assessment areas, will be readily available. The second project will be one which pupils will choose themselves from past exam papers.

As the journey each pupil makes with their GCSE projects is very individual, most of the teaching undertaken is on a 1-1 basis. Tutorial sheets providing targets and ideas are used when discussing work with individual pupils and these are attached to their folders.

For all groups, key words are displayed on the wall for every topic. The keywords for each project are mounted onto a particular colour of card so that each group can easily find the keywords which apply to a particular topic. By the very nature of art, many key words will appear in every topic. Regular retrieval exercises take place with a Q&A session on what these key words mean.

For all pupils, every project is woven through with pupils' individual artistic styles. Their uniqueness is supported and celebrated. A wide range of information on artists' painting and design styles from across the world, are available for every project. Pupils are encouraged to incorporate aspects of more than one style in their work. Pupils' artwork is on display around the room for pupils to gain inspiration from. Importantly, work on walls is not graded on the quality of the work. Each piece is valued for its own creativity and serves to illustrate certain techniques.

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 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.

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.

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 following their art /drama project, 'A Christmas Carol.' KS4 pupils will visit FE colleges as part of their careers support. Visits to the art departments will be requested so that pupils have the opportunity to see how they could progress their skills further. Information on possible careers in Art are readily accessible in school and discussed in lessons at set points throughout the year.

Implementation

KS3 pupils will undertake three projects during the year as they will be timetabled be in Art for two lessons each week. One lesson will be for Art, the other for Arts Award activities. It is expected that all KS3 pupils attending the school for at least two terms will complete the 'Discover' and/or 'Explore' modules of the Arts Award programme when it commences.

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, has been completed. A summary of these tasks are recorded on a project assessment table in their project booklet. This assess the project in four areas: Research of images and artists' work, Experimenting with materials, Ideas and observation drawings and a final piece. These four areas are further broken down and RAG'ed, Novice, Developing, Secure.

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 learned previously.

The booklets also contain key words for that project and Literacy and Numeracy progress trackers tailored to that project. 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.

For GCSE pupils, the exam board have stressed that written work should be kept to a minimum. They prefer instead to see the progression of pupil work in drawings or sketches. However, as part of developing literacy skills within the school, pupils are encouraged to annotate their progress for reference purposes on the border of their work. These comments can then be removed if necessary when mounting work for assessment.

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 thier 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.

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, particularly pupils doing GCSE, when they decide to use a particular technique over another so that they can express an idea or a feeling.

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 demonstrates 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.

On a formal level, the impact made on individual pieces of work or projects are, recorded in pupil booklets on sequencing sheets. The end points of each project has an assessment area which takes all the strands of learning for that project and records them in the four assessment areas. As each project takes place, it is hoped that progress across the four assessment areas will move towards, Secure. Pupils have easy access to this information. On the first page of pupil booklets, a record is kept of their progress against their target grades.

For KS4 pupils, in addition to the sequencing pathway record, they have a copy of the GCSE mark-sheet at the front of their folders. Their target grade is indicated on it and the four criteria areas are highlighted at regular points. This shows the areas which are working well 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