

<p>KS3 Rationale</p> <p>As a Department we aim to ensure that all pupils produce creative work, exploring their ideas and recording their experiences. We strive to enable all pupils to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils evaluate and analyse creative works using the language of art, craft and design and get to know about great artists, craft makers and designers, understanding the historical and cultural development of their art forms.</p> <p>Our Key Stage 3 curriculum develops basic key skills, encouraging creativity and building confidence. Critical thinking is valued highly within the department, therefore art history and cultural links are embedded within projects at all levels.</p>	<p>KS4 Rationale</p> <p>In Key Stage 4 we encourage our pupils to develop independent learning skills which are needed in order to achieve a successful GCSE outcome and to equip them for life outside school.</p> <p>We encourage students to develop their skills across a range of disciplines. We aim to provide a foundation for students to pursue further education or to continue their own creative journeys.</p> <p>The projects we develop are carefully tailored to match the typical exam starting points and provide a platform to enable students to meet all assessment objectives.</p>
<p>Pedagogy within the classroom High expectations of all pupils regarding behaviour for learning and outcomes Pace. Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities. Challenge All pupils are challenged in order for them to make the best possible progress from their individual starting points Questioning will be effective in developing pupil knowledge and understanding, assessing progress and informing teacher planning. Progression. All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>	<p>Links to School Improvement Plan</p> <p>Increase the use of low stakes assessments, revision tools and consolidation resources so that pupils increase in confidence and remember the content they have been taught in the longer term Ensure that incisive feedback is in place and that pupils are given opportunities to respond to it so that pupils learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress. Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly</p>
<p>Skill Progression Pupils build on prior knowledge and skills to help them prepare for the next stage of their education</p> <p>Skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p> <p>Work given to pupils to be more demanding and to match the aims of the ambitious curriculum</p>	<p>SEN Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately Understanding the SEN needs of all pupils on the SEN register in the class Being flexible and adaptable in teaching approaches to meet the needs of all pupils, not just those with no SEN Not seeing the “label” but seeing the child Having as high expectations of lower-ability as we do for the highest; recognising that these pupils may need even more knowledge to plug gaps in their learning than their peers, not less Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work</p>