

School Intent:

At Penkford School we provide an ambitious curriculum in a nurturing and safe environment for pupils to develop:

- **Independence**
- **Emotional intelligence and resilience**
- **Appropriate communication skills**
- **The ability to contribute to society through good citizenship skills and preparedness for work**

Intent:

1. To incorporate the programmes of study and National Curriculum guidelines when designing the Art Curriculum.
2. To offer a range of differentiated, varied projects designed to cover all the skills and techniques required at each Key Stage.
3. To gain knowledge about great artists, craft makers and designers.
4. To regularly use Assertive Mentoring to ensure all lessons are relevant and will help to plan for next steps. To monitor progress via formative and summative assessment feedback and provide 'best fit' levels/strands.
5. To stimulate curiosity, **independence**, intrigue and capture the interests of pupils.
6. To incorporate reading development opportunities.
7. To encourage a range of ICT skills linked to relevant projects including **independent** research.
8. To provide links to other subject areas and to inform about **jobs and careers in the arts and creative industries**.
9. To provide a variety of Outcomes including GCSE qualifications and AQA awards.
10. To respond to the world around us in a social, moral, spiritual and cultural context.
11. To provide all pupils varying opportunities to **communicate ideas** and feelings through creativity, imagination and visual expression.
12. To further develop Fine motor skills, decision making, problem solving, and exploring, evaluating and visual spatial skills.
13. **To allow the freedom of expression and the freedom to make mistakes and to build resilience from this. To provide opportunities in building confidence, self-esteem and promoting feelings of success.**
14. To assist with the therapeutic release of tensions in an environment which actively encourages creativity, **independent** thought and **emotional intelligence and well-being**.
15. To understand the basic principles of art including the formal elements.
16. To continue the ARTSMARK journey linking to the School pledge system and Cultural capital.

Implementation:

1. Refer to the NC/POS regularly, ensuring all requirements are covered throughout the key stage.
2. Elements of the techniques, skills and knowledge taught will be repeated via different art themes/projects. Emphasis will be on the following sequence.
 - a. Drawing
 - b. Painting

- c. Printmaking
 - d. 3D/Sculptural form.
3. Teacher subject knowledge expressed during projects. Teacher to update own subject knowledge via CPD, independent research and collaboration with other educational and art professionals.
 4. New Assertive mentoring grid created for Art and Design. Teacher monitoring sheets and pupil feedback sheets.
 5. Providing opportunities for pupils to suggest and **communicate** themes/lessons/activities and encourage **independent thought**.
 6. Pupils regularly exposed to subject-specific texts and vocabulary. Opportunities to read via comprehensions, information presented on worksheets, art library resources, artist studies, research, analysis, written Q and A, quizzes, written instructions.
 7. Word processing, formatting and use of office software. **Independent** internet research and presentation. Digital camera and editing tools to develop, enhance and refine own fine artwork. I pads, laptops. Multimedia, video, photo, sound, use of photocopies for research purposes, use of downloaded images for inspiration and understanding use of interactive websites and other educational multi-media resources.
 8. Science, mathematics, literacy, history, R.E and Geography are referenced regularly during each Key Stage. **Referencing creativity in the work place and the opportunities available**.
 9. Teacher to ensure specification requirements are planned for and implemented correctly. Teacher to attend relevant courses/training.
 10. Providing opportunities to discuss and debate pieces of art incorporating SMSC. **Encouraging social development and good citizenship skills through celebration of work, competitions, events, gallery and museum visits, community involvement such as the Rotary club, and The World of Glass**. Encouraging pupils to look at work that will often pose a moral question. Outcomes may reflect a meaning that will convey a message. Demonstrating spiritual development through their pride in their own work, curiosity in investigating styles, genres and artists from a range of artistic styles and methods. Promoting the interpretation of objects, emotions and development of their own **unique style** and to reflect on own surroundings. **Providing pupils with the knowledge of their own and other cultural traditions and practices, (including historical, social, religious, aesthetic, ethnic, political). Developing a respect for their own and other cultures**.
 11. **Pupils will be given the tools to visually express their own thoughts, ideas and feelings through visual and verbal outcomes. Subject specific vocabulary and keywords will be taught to communicate own responses. Sketchbooks will be actively used to experiment individual and personal responses**.
 12. Correct handling of equipment such as scissors and paintbrushes. Techniques such as painting, modelling and mark making. Using different sized art materials, tracing. Providing choices and free thinking activities. Solving practical problems, including health and safety issues. Sketchbook use to explore and evaluate. Awareness of space, composition, layout, mathematical accuracy.
 13. **Teaching pupils how to turn perceived mistakes into elements of the design. Teaching pupils to learn from and value perceived mistakes. Teaching pupils to understand that art is subjective and there aren't necessarily any right or wrong visual answers. Teaching that art is a journey, a process and a way to build confidence, emotional intelligence, resilience and self-esteem**.
 14. Providing a relaxed, organised and celebratory work space. Allowing pupils to have 'time-out' if needed and personal space. Encouraging pupils to seek guidance without embarrassment and to **work independently** after reassurance. Providing opportunities to engage in mindful, therapeutic activities to assist in **building resilience and emotional**

Curriculum Overview: Art & Design

intelligence.

15. Line, tone, shape, value, colour, texture, space, balance, contrast, pattern, rhythm, etc will feature during all aspects of art education. This will be continuously revised and developed upon.
16. Introduce different artistic and cultural experiences. Research possible links and collaborations with professionals and art institutions. Continue to promote art across the curriculum. Plan for a range of Cultural Capital experiences within the Long term planning sheets.

Impact:

1. Pupils' at all Key stages will receive the required national educational standards for art education. This will enable pupils to progress and transition into each key stage taking prior knowledge and understanding from KS2/3 to the GCSE qualification.
2. This aims to ensure pupils' progress at their own level and can demonstrate prior learning continuously. The Curriculum is designed to avoid repetition in terms of theme content however; key art skills, techniques and knowledge will be repeated at different levels throughout all key stages. For example; drawing and mark making will feature at all key stages increasing in challenge and differentiated to pupil need, level and understanding.
KS2 – Understanding the basic principles of art and applying this through selected outcomes.
KS3 – Development from KS2, refinement and continued exploration. Increased proficiency in execution.
KS4 – KS2 and 3 enables pupils to transition to the GCSE Art course. It is expected that pupils can utilise knowledge and skills acquired during prior experiences. Late submissions will have principles taken from KS2/3 incorporated into their learning in conjunction with the GCSE assessment criteria. This will develop emotional intelligence and resilience and appropriate communication skills.
3. Pupils will experience a wide breadth of knowledge to assist with attainment. To use a range of independent working skills to meet NC and GCSE requirements.
4. Pupils will know individual starting points, targets and current levels. Continual verbal and written feedback will provide pupils with constructive criticism to ensure progression. Praise will be utilised to stimulate confidence levels and encourage appropriate communication skills.
5. Pupils to experience a sense of 'ownership' where appropriate and can contribute to their own learning. Independent refinement and development of work. Pupils will become confident when communicating their own viewpoints and ideas.
6. Pupils understand the universal importance of reading and develop an awareness of subject specific text styles and vocabulary. Cultural capital development through reading and the arts.
7. This will enhance already existing ICT skills. It will also provide pupils with easier access to resources to assist independent research. It will benefit pupils who prefer to use a computer to annotate work and form written responses to art related themes and encourage appropriate communication skills. It will provide pupils with opportunities to create artistic outcomes using a variety of digital mediums.
8. This will provide pupils with cross-curricular opportunities to apply and transfer knowledge from different subjects. Pupils will be able to form links with artistic and creative elements to other areas of the curriculum and careers within the creative and arts industries. Pupils will have knowledge about the benefits of the arts on overall well-being and future pathways. This will provide pupil's the ability to contribute to society and preparedness for work.

9. Pupils will be given the opportunity to access a range of qualifications and awards. This can ensure they have a creative qualification/award to enhance applications for college placements and future jobs/careers. This will provide pupil's the ability to contribute to society and preparedness for work.
10. SMSC opportunities through art education can help to develop empathy, deepen spirituality, connect young people with the world around them and their communities and develop their core values. It creates opportunities for pupils to learn and practice human virtues and values such as compassion, hope, faith and forgiveness. This will provide pupil's the ability to contribute to society and preparedness for work. This will help to develop emotional intelligence and resilience and to refine appropriate communication skills.
11. Pupils will develop their language and communication skills through discussion, debate and visual responses. Pupils will be encouraged to express independent thought in a safe, non-judgemental environment. This will develop emotional intelligence and resilience.
12. Fine motor skills are used in everyday life and activities. Art education can help to strengthen these skills so that they can be transferred to other aspects of their lives and prepare them for work.
13. Pupils aren't afraid to make mistakes and learn that perceived mistakes are opportunities to learn. This will develop emotional intelligence and resilience.
14. Pupils feel safe, relaxed and able to access lessons with minimal distractions. Pupils associate art activities with therapeutic expression.
15. Repetition of the basic principles of art will allow pupils to practise the core elements and to see gradual progress.
16. Pupils can see the relevance of the Arts and Culture in everyday life and for future career prospects. Pupils can value the Arts and link this across the Curriculum. This will provide pupil's the ability to contribute to society and preparedness for work.