

Curriculum

In KS3 Art and Design the National Curriculum guidelines are followed this allows for wide range of experiences in knowledge, skills and understanding as well as a range of cultures and contextual starting points.

At KS4 AQA Art and Design is the course followed and reflects the expectations as laid out in the specification. The curriculum is focussed on and underpinned by practical, theoretical and disciplinary knowledge.

Literacy and Numeracy

Literacy and numeracy are both crucial to effective delivery of an art curriculum. Students are taught key words of varying difficulty that are crucial to good understanding of the subject, how to write analytically and evaluatively, to read research and be critical, oracy and communication. Students are encouraged to practice a "big write" each term in an analytical or evaluative way. 10 Minutes reading at the end of each lesson is used. Numeracy is covered in most art lessons in practical activities such as measuring, proportion, ratio, fractions, angles, symmetry, rotation. These are actively highlighted in SOW and to students as key ways of developing skills in art.

Feedback

Art and Design is assessed using verbal, written and graded feedback. Feedback is given at regular intervals to support students in progressing their work and allowing them to reflect on their progress and make decisions about how best to adapt and extend their learning.

KS3
Students are assessed to provide a baseline estimation of their knowledge, skills and understanding. Marks are given against the 4 objectives at the end of each big term as a holistic view of their progress. This informs the expectations for flight paths into GCSE assessment in KS4. Regular feedback is given in written and verbal feedback in the short term to support student progress.

KS4
GCSE portfolios are assessed at each data drop point against the GCSE criteria and a holistic assessment is given. Regular feedback is given in written and verbal feedback in the short term to support student progress and inform planning.

Art and Design at PHS

SEN/Interventions

Art and Design lessons follow a format which is clear in terms of expectations for student work and behaviour. Students are supported in their progress and development through a range of strategies:

- Key vocabulary (displayed and referenced in visual resources and used in verbal discussion)
- Resources - bespoke resources created for whole class, small groups and individuals to support with learning.
- Support - TA support is guided and in discussion with the teacher, TAs support students to access the curriculum by adapting the learning and using resources as needed.
- Gap analysis and responding to feedback - constant dialogue of feedback both written and verbal allow students and staff to make adaptations to the learning based on misconceptions or need of further support.
- Chunking, big tasks are broken down into stages to support effective learning.
- Scaffolding - programme of work builds in difficulty and bases new work on prior learning allowing students to recall and reflect on prior knowledge and skills.
- Sequencing - curriculum planning supports practice and refinement
- Writing frames and sentence starters - use but in development for a holistic approach, bespoke guides used for each project currently.
- More able students are given opportunities for stretch and challenge in all aspects of their learning with high level examples to inspire
- Starter activities - used to engage and settle learners particularly at KS3.
- Small group interventions: Used particularly for when a group need to revisit prior learning or develop an area of skills further
 - Adaptive teaching and use of a range of resources and strategies to support
 - Gap analysis - what has been missed, how and what next?
 - TA support small groups as needed
- Individual interventions
 - Teacher/TA support 1:1 - some students have time working on art in their study room time
 - Some students may drop another option at GCSE in order to access more time in art

Moderation

Internal moderation of every grading point for all year groups. Internal moderation/standardisation of GCSE work prior to external moderation process through exam board.
Links with DGSB, RippleVale, Brockhill, Goodwin, Learning Opportunities for cross moderation/support Moderator in dept to access high quality learning direct from exam board.

Rationale

The Art curriculum is designed to give our students opportunities to explore a wide range of skills, starting points and experiences within art and design. The art curriculum is ambitious for all pupils and allows them to develop their practical, theoretical and disciplinary knowledge whilst building in practice points for skill and knowledge retrieval.

KS3 programme follows guidance from the national curriculum and Ofsted review and recommendations. The programme of learning is designed to give a breath of learning and time to build and practice practical theoretical and disciplinary knowledge

AQA GCSE in Art and Design is a broad course which allows students to explore a wide range of skills in various art disciplines; this suits our students as some may lack the fine motor skills required for fine art, but be keen to explore more than simply photography - this course allows for all elements. The holistic approach to learning in the coursework portfolio and the building of the portfolio also gives our students the opportunity to revisit and refine work as they go along. In year 11 the students work independently moving between assessment objectives and tasks as their work develops. As The ESA as the final element also allows students to focus on one discipline should they wish to and begin to examine a specific area in depth at the end point for the course.

The wider skills learned in the study of art and design: problem solving, resilience, social skills, communication (verbal and non verbal), self awareness, sharing of expertise and experiences and development of a social and cultural identity and awareness are fostered through the quality of teaching in the department.

Staffing

MC: Teaches KS4
SC: ECT - teaches KS3

Subject enrichment/Cultural Capital

Visits to Turner contemporary or Tate Modern with year 11 in beginning phases of ESA.
Year 10 trip to a gallery at some point in the year (spring/summer)
Workshops with UCA and Creative Folkestone.
Creative Festival with CF @Turner Contemporary in July year 10.
Use of outdoor learning where appropriate to draw/work from nature.
Other visits to galleries built in as and when shows fit/suit the planned curriculum.