

## **Art KS4 –Statement of Intent**

*“Creativity takes courage.” - Henri Matisse*

At All Saints Academy the Art curriculum follows the Academy vision of *Living Well Together with Dignity, Faith and Hope* through creating an environment in which our pupils can feel safe, secure, and have the ability to express themselves creatively through their art. Pupils practise ‘living well together’ through learning to speak confidently about their work and the work of their peers in a respectful and dignified way. Pupils will develop their threshold skills such as drawing, painting and sculpture throughout KS3, growing in confidence and independence each year. We hope that our pupils will build their love of creativity, art and design, and use their passion to develop faith in their own ability to produce a range of creative outcomes. Our young artists will begin their creative journey here and develop the knowledge needed to shape culture and the human experience for future years to come.

We ensure that all barriers to learning are removed by providing all students with the range of media needed to experiment and sample a wide assortment of techniques. We provide individualised support and feedback to ensure every pupil can fully experience the art course. Our students are further supported with art specialist vocabulary, writing frames and analytical sentence starters to scaffold their writing about artists and their artwork. All new skills are taught through demonstrations and practice, designed to gently encourage our students to become independent learners.

### **Research informed practice in the Arts:**

In the Arts faculty the department has used research by Dianne Minicucci (Decolonising and diversifying the art curriculum) and the NSEAD website (National Society for Education in Art and Design) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students’ work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student’s analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

### **Specific support planned for SEND students:**

All students work towards the same outcomes. Support and differentiation occurs through the level and variety of skill used to reach a specific outcome. This makes each outcome achievable to a greater or lesser extent. This is highlighted in pink font on lesson slides. At specific parts of the lesson students receive 1:1 support; this is also signposted in pink pen in students’ sketchbooks. Learning mats are used to remind students of key words and processes. Teachers model answers to all, and use insightful questioning to check understanding and progress. Sometimes, students support each other in this process too.

## **Year 10**

### **Substantive Knowledge**

The Art GCSE course begins in Year 10 with developing the substantive knowledge of our students allowing them to become independent young artists. Students will explore a range of techniques, which allow them to identify strengths within their own practice. They will embark upon a mini independent project where they can choose an art style and artist to explore, and create an artwork influenced by their chosen artist. After this taste of working independently, they will begin to work on their coursework NEA unit. The students will decide upon a concept that they wish to investigate and respond to this stimulus through their artwork. Each project is independent and student led, giving our students the opportunity to create art in a media and style that they have chosen. They will develop their project, through investigation, from concept to outcome. They will refine their work through practise and record their observations in a logbook. At the end of Year 10, students will have an opportunity to present an outcome based on their research and observations. An educational trip to Warner Bros Studios demonstrates to our students the wide and varied range of careers open to them in the creative industries from hair and make-up to set design, prop building and costume design and is planned to inspire our students to think creatively

### **Disciplinary knowledge**

Students in Year 10 will build on their disciplinary skills from KS3 in drawing, painting and understanding the work of artists. In the first term, students complete a drawing and colour unit, which develops students' skills in the foundations of art underpinning their existing knowledge, as well as working with a range of media and ambitious techniques - including paper quilling, mixed media and collage. Students will work independently on their NEA unit, researching and exploring new disciplinary skills, guided by their teacher, giving them the opportunity to fully explore their own creativity.

## **Year 11**

### **Substantive Knowledge**

In Year 11 students can choose to further develop their NEA unit from Year 10, or begin a new NEA unit with a fresh concept to explore. Students build on their substantive knowledge through analysing the work of their chosen artists and creating visual studies which demonstrate a working knowledge of their artists' techniques. The artwork created in Year 11 will show a combination of the artists' influence and their own ideas based of their exploration, research and development of artistic techniques and disciplinary skills.

*In term 2, the ESA unit will be launched. The ESA unit is a short independent project based on a choice of titles set by the examination board. Students will follow the same structure as the NEA unit to produce a logbook that records the development of their ideas, artist research and analysis, and evaluations of their own artwork. They will refine their work in preparation for a large-scale outcome in their 10- hour examination which is set over two days.*

### **Disciplinary Knowledge**

Students In Year 11 will build on their disciplinary skills from Year 10 through artist research and understanding artistic techniques. They will continue to work independently on their NEA unit, researching and exploring new disciplinary skills. They will receive individual feedback which helps them to further develop their skills and think of other techniques that could work to improve their outcomes.

*The ESA unit will give students the opportunity to showcase the disciplinary skills they have learned in a short project and large scale outcome. (Not included for year 11 in 2022)*