

Creative Media KS4 –Statement of Intent

“Creativity is contagious. Pass it on.” Albert Einstein

At All Saints Academy the creative media curriculum follows the Academy vision of *‘Living Well Together with Dignity, Faith and Hope’* through creating an environment in which our students can experience cross-curricular learning by working together to create outcomes in creative media production. Students practise *‘living well together’* through learning about how companies are structured and departments co-exist in the world of creative media. We hope that our students will build their love of creativity, media and design, and use their passion to develop faith in their own ability to produce creative outcomes based on theoretical concepts.

We ensure that all barriers to learning are removed by providing all students with access to suitable technology. We provide individualised support and feedback to ensure every pupil can fully experience the creative media course. Our students are further supported with specialist vocabulary, writing frames and analytical sentence starters to scaffold their writing. 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

In Year 10, our knowledge based curriculum builds upon material taught in KS3 across a range of diverse subjects in English, Art, History and Computing to introduce learners to their first experience of Creative Media Production. In the first term, students are introduced to the technological development of the industry and the conglomerate structure of the media world. In term 2 students have the opportunity to apply technical skills, directly building upon the theoretical underpinning from term 1. We ensure the curriculum is broad and balanced by giving our students the independence to choose their own design in practical settings. We further provide opportunities analyse, evaluate and reflect upon their appropriateness for the contemporary media world. In term 3, students have the opportunity to further their application of theoretical concepts by analysing existing media products and comparing them to their own creative works. All learners can choose their own approach to practical work, as long as they understand the requirements of a brief and look to apply skills that meet client expectations.

Our SEND learners will be supported in developing meaning, but encouraged to flourish by focusing on the practical development of communication.

Disciplinary Knowledge

Students develop, understand and apply key processes in the making of a media product throughout their preparation for their first exam. They embed their own creativity into the creation of a product using the core concepts of audience, text and the organisation skills of reasoning, reflection and development are explored as they work to present a final practical piece for assessment.