

Art

“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 and secure 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 through 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 practise, designed to gently encourage our students to become independent learners.

Our knowledge-based curriculum builds upon what has been taught in KS2 within our main feeder schools. Disciplinary skills such as drawing, painting and understanding the work of artists and designers are universally well embedded and allow us to develop these skills from Year 7 upwards.

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 7

Substantive Knowledge

The first year of art begins with developing the substantive knowledge of our students allowing them to emerge as young artists through an introduction to observational drawing. Students are then exposed to a wide range of media and different techniques, including tone, colour theory and paper sculpture. Students will learn how to reference the work of artists and show the influence of an artist through their own outcome. The art projects are designed to develop the student's skills base and subject knowledge in order to grow in confidence to speak about their own work and the work of others.

Disciplinary Knowledge

Students will build their disciplinary skills through our broad and balanced curriculum where pupils will manipulate paper into a bird sculpture and create an 'Afternoon Tea' project that starts with graphic design and illustration in the form of a menu. The project further develops into a cardboard cake or biscuit sculpture ensuring that we give our students a wide variety of experience in art, craft and design. Students will be introduced to artists and designers from wide and varied cultures and backgrounds in order to enrich their cultural experience of art through the work of others. Students will also be taught how to critically analyse and evaluate their own work, the work of their peers and artists in order to expand their art vocabulary and build confidence when speaking about their artwork, which is a key skill for art and design.

Year 8

Substantive Knowledge

The substantive knowledge of our students in Year 8 builds upon their previous knowledge and skills through a combination of observational drawing, and design and make activities. Students will learn how to draw portraits accurately using proportion and take this through from realism to abstraction. All students will try a variety of techniques to create a tonal image such as oil pastels, inks, pen and wash, and watercolour. Pupils will learn to work in 2-D relief through creating a skull mask and decorate it using their developing painting skills.

Disciplinary Knowledge

Students build their disciplinary knowledge through examining the work of artists such as Peter Sheeler and Karl Blossfeldt and applying their techniques to their own work. Pupils will learn about the festival 'Día de los Muertos' or 'Day of the Dead' which introduces them to Mexican culture with a focus on painted 2-D relief sugar skulls or Mexican style masks. Our culturally rich art curriculum provides our students with an opportunity to learn about traditions and festivals celebrated around the world, made relatable through the common thread of family and relationships. All of this works to develop their cultural appreciation of Art in society and provide an intellectual framework to comment and critique.

Year 9

Substantive Knowledge

In Year 9, pupils build on their previous substantive knowledge through a combination of observational drawing, graphic design and 'design and make' activities. Students build on their drawing skills by using one-point, two-point perspective, and drawing ellipses. Students will learn about the art movements of realism and surrealism to expand their critical and analytical art history knowledge. Students are taught how to create a mixed-media outcome using a variety of techniques such as typography, drawing, collage and photography.

Disciplinary Knowledge

The pupils build their disciplinary knowledge through creating an imaginative composition, which develops their critical understanding of 'Surrealism' through examining the work of Salvador Dali and Redmer Hoekstra. They will learn how to use perspective and draw accurate ellipses through drawing a bottle from observation in a variety of positions, building their observational drawing skills, and, tone and colour skills. We ensure our curriculum is broad and balanced by encouraging students to produce creative work, exploring their ideas and recording their experiences in their sketchbooks before developing their ideas into a final project outcome of a mixed-media 'B' Movie poster.