

“Art is not what you see, but what you make others see.” - Edgar Degas

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 challenge and independence over termly projects.. 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 students will be guided in developing

The intent of the keystage 4 art and design course is to inspire and challenge learners to express themselves creatively and imaginatively through a range of disciplines, media, and techniques. The course builds on the knowledge, skills, and understanding acquired at keystage 3, and enables learners to develop their personal interests, ideas, and responses to themes which are bespoke to the individual students passions and cultural heritage. The course also fosters learners’ critical and analytical skills, and their appreciation of the historical, cultural, and social contexts of art and design. The course prepares learners for further study and careers in the creative industries, as well as enhancing their cultural and aesthetic awareness.

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.

In Art the learners’ prior knowledge is reviewed regularly and with three key assessment points. Students portfolios are used to identify their strengths and areas for improvement. Staff provide personalised feedback and guidance on how to improve their work and achieve their learning goals through feedback alongside differentiated and personalised learning activities that cater to the learners’ interests, needs, and abilities, encouraging peer collaboration and sharing of ideas and feedback to support and challenge all learners.

Topic based learning mats support and extend students and relate to the four assessment objectives of context, experimentation, recording and personal presentation. The learners are continually reviewing exam board expectations through the use of differentiated resources while completing portfolio and externally set assessments.

Year 10

Substantive Knowledge

We use the Eduqas GCSE Art and Design course to inspire and challenge learners to express themselves creatively and imaginatively through art, craft and design. The course covers a range of disciplines, including fine art, graphic communication, textile design, 3D design, photography. Students explore widely in at the start of year 10 and narrow their focus on a particular discipline by the start of year 11.

In term 1 we are introducing pupils to a range of themes, media, and techniques, such as painting, sculpture, drawing, printmaking, photography, performance, installation, and digital media. Students will become adept at explaining how to use the elements of art, such as line, shape, colour, texture,

and form, to communicate ideas and emotions effectively, building on the projects explored at Keystage 3. Students are exposed to the work of artists, craft-makers, and designers from different times and places, and to explore their styles, methods, and influences.

In term 2 students explore how to apply the principles of art, such as balance, contrast, harmony, movement, and proportion, to create meaning and effect in a range of outcomes based on their personally selected artists.

Students begin to develop abilities to analyse and critique art works, using appropriate terminology and criteria, and to appreciate the historical, cultural, and social contexts of art and design.

In term 3 students are being encouraged to develop their own personal interests, ideas, and responses to personally selected themes and stimuli towards development of a final piece at the start of year 11.

Disciplinary Knowledge

At keystage 4, pupils develop their disciplinary knowledge in art and design by exploring a range of themes, media, and techniques, and by producing personal and meaningful responses to their chosen areas of study. They also develop their research and critical skills by investigating the work of artists, craft-makers, and designers from different times and places, and by reflecting on their own work and that of others. They learn how to plan, develop, and refine their ideas, and how to present and evaluate their outcomes.

In year 10 the focus is finding personal interests and styles to work with and key skills are explored through these choices with pertinent suggestions for trials negotiated with the teacher.

Year 11

Substantive Knowledge

In term 1 pupils are developing from the work developed at the end of year 10 with the focus being on using iterative development to trial a range of possible responses to intentions. This could be through the use of a range of materials or processes to select the best one or through choosing a range of source imagery to trial different compositions towards a personally selected outcome fully meeting intentions.

In term 2 students begin the externally set task. Eduqas provide a range of starting points for a focused investigation and students select one to investigate. During this term students fully explore the potential of their chosen theme and develop an independent response through trials and experimentations of materials and compositions.

In term 3 students realise their outcomes in a 10 hour exam which realises the intentions explored in their externally set task experimentation.

Disciplinary Knowledge

In year 11 the focus is on students demonstrating their ability to research and explore their chosen theme and stimulus, and to develop their own personal response and interpretation. Pupils will be encouraged to experiment with different media, techniques, and processes, and to select the most suitable ones for their intended outcome.

Students are supported to plan, produce, and present their final piece of art, craft, or design, and to demonstrate their skills, knowledge, and understanding throughout their externally set assignment and exam. Throughout pupils evaluate their own work and that of others, and to reflect on their strengths, areas for improvement, and future learning.