

ACE Curriculum Intent Art

Intent

What is the curriculum aim /vision in this subject?

- To provide all students with a broad curriculum that enables all students to discover their strengths.
- To offer all students the opportunity to experiment with a wide range of materials and techniques to record observations and explore their own ideas using 2D AND 3D media.
- To ensure all students are aware of a range of artists, designers and crafts workers and how art impacts on the real world and different cultures.

We aim to do this by?

- Encouraging pupils to explore ideas and use their creativity to produce outcomes.
- Evaluate and analyse creative works using the language of art, craft and design.
- Be aware of great artists, designers and crafts workers, and understand the historical and cultural developments of their art forms.
- Explore different materials, techniques and processes to find something which they enjoy and feel they can achieve success in.
- Be able to critically problem solve and make adjustments accordingly.
- Educational visits to art galleries, museums, exhibitions

What do ACE students gain from this?

- The curriculum provides students with a broad experience and a chance to try a range of materials and techniques.
- Students develop the basic skills through key stage 3 then are given the opportunity to build on this foundation and develop their own strengths and independence in key stage 4.
- The curriculum allows for pupils to incorporate their own interests into their work and this can help build confidence and a deeper understanding of themselves.
- Art can be therapeutic for pupils who struggle with mental health and communication.

How have we planned this?

- Guided by the national curriculum and focused on key knowledge and skills to allow for deeper learning on a part time timetable.
- We deliver a 3 year KS3 and 2 year KS4 to ensure a wide variety of curriculum content coverage.
- Cross curricular links with History looking at changes in art and design through the ages. Maths using scale and measure in design. Other cultures and religions looking at their traditions and beliefs including development of crafts and use of materials and techniques.
- Cultural capital is an integral part of Art at ACE. We offer our pupils as much exposure as possible to local artists, exhibitions, galleries and museums.

Sequencing

The Art curriculum objectives are sequenced in order to build on prior knowledge and skills from KS2 with clear progression to KS3 and KS4.

We aim to build on KS2 prior knowledge and skills and provide building blocks to access the KS4 national curriculum, allowing students to achieve their potential and move on successfully to post-16 provision.

- Planning takes into account lack of attendance at school prior to referral. In addition, consideration is given to their individual medical conditions and ability to attend all lessons at ACE.
- Every attempt is made to provide a breadth of curriculum coverage whilst still providing opportunities for in-depth learning.
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Integration and transition post 16

Before students arrive for their 1st lesson teachers will access any available school data to gauge the ability of the student. Teachers will spend time reading pupil passports, seeking pupils' interests and struggles from their previous setting. This helps to slowly integrate the student into their Art lessons making them feel as welcome as possible. This may result in an extended settling in period where pupils will not be expected to engage in the classwork until they feel ready. High expectations will be discussed and pupils will receive regular constructive feedback in which they are expected to act upon in line with our marking policy.

Throughout their time at ACE all opportunities are used to help pupils develop the relevant and necessary skills required to transition onto a range of post -16 opportunities. These real life skills are constantly being developed throughout the ACE art curriculum when relevant. This is also supported by weekly post-16 preparation lessons which year 11 pupils develop essential skills required to apply for college, employability and other post 16 and successful transition. This has had great success so far and really encouraged our pupils to move onto successful post -16 placements regardless of their medical conditions and previous struggles.

Implementation

How does learning develop over the five years?

How we plan for year 7/8 mix due to few year 7 pupils

In Key Stage 3 students will complete a number of projects each year which all include:

- A contextual influence (artist, designer, culture etc.)
- A key skill eg. Drawing, painting, printing, ceramics, textiles etc.
- Analytical studies.
- A final outcome

In key stage 4 students will be given the opportunity to follow WJEC GCSE course which includes:

- Developing coursework following a similar path to KS3 students with focus on a theme and individual student's interests, strengths and skills using different materials and techniques.
- Completion of a final exam and portfolio of work.

How do we know if we have a successful curriculum?

Success is measured by improvement in student skills and production of a final outcome for each project with clear evidence of developing individual thoughts, ideas and experimentation with a range of materials and techniques. Scrutiny of pupils' work, teacher observations, learning walks, pupil voice and regular review meetings to assess individual pupil progress. Good transition is a key area to judge success.