

Curriculum Intent, Implementation and Impact



High Close School

Art

Subject Leader: MR WALSH

Intent statement

(What do we want our young people to learn)

Discuss the critical content of your curriculum and what you intend the students to learn through your curriculum (what they should know by certain points in their life). Discuss the sequential order of learning.

The intent of the Art & Design department is to create and maintain an environment where young people feel safe and supported in their learning. We encourage young people to challenge preconceptions, take risks and to show resilience. We want to build our young people's self-esteem and develop their confidence so that they are able to take ownership of their learning and celebrate in their successes.

We aspire for every young person to develop a lifelong love of learning and to be reflective in their practice. Essentially teaching our young people how to learn so that they can improve and potentially master a technique or idea. These skills are transferable across all disciplines and are essential in their education and personal development.

For our young people this is best done through a broad and well-balanced curriculum that gives pupils the opportunity to find something they can engage with and enjoy. Pupils are given repeated opportunities to explore a variety of art-based skills including drawing, painting, printing, collage, textiles, 3D work, photography and digital art.

Where possible the department tries to offer activities that do not have a predefined outcome or expectation whilst providing opportunities for self-directed learning. Staff are well trained and able to help young people where appropriate, however a strong emphasis is placed on their ability to learn and solve problems independently. Flexibility in the options available to Key Stage 3 and 4 pupils means they are also better able to access learning at a level appropriate to their abilities.

Implement statement

(How will the students learn what our curriculum is delivering)

Discuss how you and your teachers will deliver your curriculum, how you will ensure students remember the most important things (opportunities for deep learning. Why are you or your staff teaching the way they are?

- A safe environment with high expectations of behaviour and learning as well as close monitoring of equipment and modelling safe practice.
- Well planned series of lessons designed to stretch and challenge learners appropriately.
- A variety of formative assessment opportunities as part of the planned learning activity.
- Multi-disciplined and appropriately resourced curriculum including computer access for every young person.
- A variety of Key Stage 4 qualifications appropriate to the individual needs of each learner.
- After-school and/or lunchtime sessions available where appropriate.
- Opportunities for exploratory, self-directed learning.
- Regular art-based training opportunities for staff.
- Learning to be recorded and shared digitally through e-portfolios and cloud storage.
- Pupils to be given the opportunity to take work home regularly and share in their achievements.
- Peer mentoring to model and encourage good working practice.
- Visits to museums and galleries as well as links with local facilities and workshop opportunities.
- Establishing clear cross-curricular links with other practises and support whole school initiatives such as 'Year of Reading'.
- Regular display that celebrates learning and promotes whole-school initiatives.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

Discuss how you will be able to judge the success of your curriculum and how well the students have performed.

The art curriculum has been designed to engage with and stretch our young people whilst giving them the opportunity to deep learn some of the foundation skills and techniques in Art.

- Young people to demonstrate an understanding of basic health and safety practise.
- Young people to enjoy their learning and be proud of the work they have produce.
- Opportunities to evaluate learning through the e-portfolio as well as informal discussions.
- All key stage 4 pupils to have achieved some credits towards the ASDAN Expressive Arts Short Course.
- Key stage 4 pupils to be well-prepared for possible post-16 art & design courses.