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Abstract

Students are carefully provided with feedback on their learning to enable them to improve.
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – Art

Intent, Curriculum Map & Curriculum



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# INTENT, IMPLEMENTATION & IMPACT

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| **Intent*** Southchurch students are artists. They critically think and develop an understanding of art and design and know how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.
 |
| **Implementation**• Sequencing of the curriculum• Adaptive teaching (to take into account of what the learners know and don't know)• Extending opportunities for extracurricular |
| **Impact**• All students will achieve their potential with altered trajectories |

# KS2 Links

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.

# CURRICULUM MAP

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 7** | Natural Forms and Shells | Natural forms Noel Badges Pugh Shells | Under the sea | Under the sea | Fragments of identity | Fragments of identity |
| **Year 8** | Animals Native America | Animals Native America | Landscapes | Landscapes | BugsTiny Giants | BugsTiny Giants |
| **Year 9** | Day of the Dead | Skulls | Nature's Pallette | Nature's Pallette | Built perspectives  | Built perspectives  |
| **Year 10** | **INTRODUCTION PHASE** opportunities to explore and investigate different ways of working in response to key aspects of the Art, craft and design title Themes might include: * natural world
* structure
* close up
 | **DEVELOPMENT PHASE (Component 1)** Students are given the opportunity to respond to a theme or starting in a personal way using an art, craft or design approach and building on the foundation knowledge, understanding and skills developed in the introductory phase Themes might include: * Human condition
* Reuse, reinvent, recycle
* Texture
* Our world.
 | **DEVELOPMENT PHASE (Component 1)** Students are given the opportunity to respond to a theme or starting in a personal way using an art, craft or design approach and building on the foundation knowledge, understanding and skills developed in the introductory phase Themes might include: * Human condition
* Reuse, reinvent, recycle
* Texture
* Our world.
 |
| **Year 11** | **SUSTAINED PHASE (**Component 1)In this phase students move increasingly from dependence to independence as they work on a self-selected starting point for a sustained project. Themes might include: * Events
* Adornment
* Memories
* Layers.
 | **EXTERNALLY SET ASSIGNMENT (Component 2)** Students must respond to one of seven starting points provided on the paper. | **Year 11 Art Exam** |  |

# KS5 Links

[AQA | Art and Design | Subject content | Art, craft and design](https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201/subject-content/art%2C-craft-and-design)

# KS4 END OF COURSE EXPECTATIONS

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| --- | --- |
| **Students must:** | **% in GCSE** |
| AO1 | Develop ideas through investigations, demonstrating critical understanding of sources | **25** |
| AO2 | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes | **25** |
| AO3 | Record ideas, observations and insights relevant to intentions as work progresses | **25** |
| AO4 | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | **25** |
| **Total** | **100%** |

**Breakdown of Assessment Objectives**

|  |  |  |
| --- | --- | --- |
| Component | Assessment Objectives | Total for all Assessment Objectives |
| AO1 % | AO2 % | AO3 % | AO4 % |
| Component 1 | 15 | 15 | 15 | 15 | 60% |
| Component 2 | 10 | 10 | 10 | 10 | 40% |
| Total for GCSE | 25 | 25 | 25 | 25 | 100% |

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| **Band** | **Limited** | **Basic** | **Emerging Competent** | **Competent and Consistent** | **Competent and Assured** | **Exceptional** |
| **Evidence meets requirements** | **Just** | **Mostly** | **Fully** | **Just** | **Mostly** | **Fully** | **Just** | **Mostly** | **Fully** | **Just** | **Mostly** | **Fully** | **Just** | **Mostly** | **Fully** | **Just** | **Mostly** | **Fully** |
| AO \ Marks | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| **AO1** - Develop ideas through investigations, demonstrating critical understanding of sources | No rewardable material | * Development of ideas through investigations shows limited ability
* The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them
 | * Development of ideas through investigations shows basic ability
* The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them
 | * Development of ideas through investigations shows emerging competence
* The investigation process shows emerging competence in critical understanding of the context of own ideas and the sources that have informed them
 | * Development of ideas through investigations shows competent and consistent ability
* The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them
 | * Development of ideas through investigations shows confident and assured ability
* The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them
 | * Development of ideas through investigations shows exceptional ability The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them
 |
| **AO2** - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes | No rewardable material | * Limited ability to refine work, driven by insights gained through exploration of ideas and reflection
* Limited ability to explore ideas through a process of experimentation and review
* Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions
 | * Basic ability to refine work, driven by insights gained through exploration of ideas and reflection
* Basic ability to explore ideas through a process of experimentation and review
* Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions
 | * Emerging competence in ability to refine work, driven by insights gained through exploration of ideas and reflection
* Emerging competence in ability to explore ideas through a process of experimentation and review
* Emerging competence in ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions
 | * Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection
* Competent and consistent ability to explore ideas through a process of experimentation and review
* Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions
 | * Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection
* Confident and assured ability to explore ideas through a process of experimentation and review
* Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions
 | * Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas
* Exceptional ability to explore ideas through a process of experimentation and review
* Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions
 |
| **AO3** - Record ideas, observations and insights relevant to intentions as work progresses | No rewardable material | * Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods
* Limited ability to record relevant to intentions
 | * Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods
* Basic ability to record relevant to intentions
 | * Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods
* Emerging competence in ability to record relevant to intentions
 | * Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods
* Competent and consistent ability to record relevant to intentions
 | * Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods
* Confident and assured ability to record relevant to intentions
 | * Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods
* Exceptional ability to record relevant to intentions
 |
| **AO4** - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | No rewardable material | * Limited ability to produce a personal and meaningful response
* Limited ability to realise intentions
* Realisations demonstrate limited understanding of visual language through application of formal elements
 | * Basic ability to produce a personal and meaningful response
* Basic ability to realise intentions
* Realisations demonstrate basic understanding of visual language through application of formal elements
 | * Emerging competence in ability to produce a personal and meaningful response
* Emerging competence in ability to realise intentions
* Realisations demonstrate emerging competence in understanding of visual language through application of formal elements
 | * Competent and consistent ability to produce a personal and meaningful response
* Competent and consistent ability to realise intentions
* Realisations demonstrate competent and consistent understanding of visual language through application of formal elements
 | * Confident and assured ability to produce a personal and meaningful response
* Confident and assured ability to realise intentions
* Realisations demonstrate confident and assured understanding of visual language through application of formal elements
 | * Exceptional ability to produce a personal and meaningful response
* Exceptional ability to realise intentions
* Realisations demonstrate exceptional understanding of visual language through application of formal elements
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# DEPARTMENT FEEDBACK POLICY

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| **Formative Feedback**The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade. The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade. A formative assessment data drop will be completed once per half term. |
| **Feedback Expectations** * **Verbal** **feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
* **Live** **Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
* **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
* **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
* **Visualiser** - This can be used to do a “we write” model answer, to showcase good work or to address misconceptions.
* **Whole** **class** **feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
* **Written** **feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.
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| **Presentation in Books*** Books should be able to be used as **revision** **aids** by the students.
* Look for **common** **misconceptions** in all books; assessing the **quality** of the books; ensuring that **high** **expectations** for **presentation** are upheld and **SPAG** is addressed.
* Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet
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# NATIONAL CURRICULUM LINKS

[National curriculum in England: art and design programmes of study - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study)

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| **Purpose of study** Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. |
| **Aims*** The national curriculum for art and design aims to ensure that all pupils:
* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
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| **Computer Science National Curriculum Links**[**Computing National Curriculum**](https://assets.publishing.service.gov.uk/media/5a7cb981ed915d682236228d/SECONDARY_national_curriculum_-_Computing.pdf)All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.In photography students are taught to:* develop their capability, creativity and knowledge using computers, digital media and information technology
* develop and apply their analytic, problem-solving, design, and computational thinking skills
* understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.
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| **Religious Education National Curriculum Links**[**Agreed Syllabus for Religious Education**](file://vm-srv-file02/Staff_Folders%24/cgrover/Downloads/RE%20Syllabus%202018-2023%20Extract.pdf)[**Religious Education in English Schools: Non-Statutory Guidance**](https://assets.publishing.service.gov.uk/media/5a7adb3ce5274a34770e7953/DCSF-00114-2010.pdf)Within the photography curriculum we focus on developing an understanding of ‘worldwide’ views through discussion around religious, culturial and ethical design influences.The demographic of our students influences how we develop our students’ understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions. All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development. |

# PERSONAL DEVELOPMENT CURRICULUM

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| **Aims**The design and technology curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars; * **Equality and Diversity**
* **Cultural Capital**
* **Community and Wellbeing**
* **Careers and Employability**
* **Character Development.**
 |
| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration. * **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported o engage equally and freely share their ideas and opinions.
* **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
* **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.
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| **Equality & Diversity:** The design and technology curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.* Students will explore how the designing of products needs to consider the needs of different users and taking a consideration of cultural, ethical, and religious factors within the designing of new products.
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| **Wellbeing & Community** – The design and technology curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience. |
| **Cultural Capital** – The design and technology curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.* **Trips & Visits:**
	+ **Art Gallery’s**
* **Extra-Curricular:**
	+ Art club
* **British Values:**
* **Individual Liberty**:
* **Mutual Respect**: Students are respectful when listening to the opinions and views of other students.
* **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other’s feelings are respected.
* The classroom rules ensure students are all responsible for the learning environment.
* **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
* **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.
 |
| **Careers & Employability –** The design and technology curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the design and technology curriculum, our students are supported to develop the following skills; * Communication
* Confidence
* Teamwork and Leadership
* Listening and Responding
* Creativity
* Critical thinking and problem solving
* Time management
* Research

**Events** * Artist and Photographer workshops
* Webinars on careers within art and photography
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# SMSC CURRICULUM LINKS

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| **Spiritual development** Our Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner |
| **Moral development**Throughout the course students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message. |
| **Social development**Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. We are working alongside the charity ‘Mancunian Way’ to assist us in working closely within the community.Students discuss and research a range of artists and art work, encouraging and developing communication skills. |
| **Cultural development**Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. |

# Equality, Diversity and Inclusivity Links

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| **Aims**Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.  |