

## ART, DESIGN & TECHNOLOGY

Vision and Aims			
OPPORTUNITY	PURPOSE	SUPPORT	SUCCESS
Pupils will have the opportunity to engage in education through bespoke, individualised timetables to re-engage in mainstream education and vocational learning.	Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.	Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.	Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

### Art, Design & Technology Curriculum Intent

Art and design lessons provide pupils with an **opportunity** to express their individual thoughts and ideas creatively. Pupils develop their confidence by being able to experiment with different media and techniques in their own way. Pupils experience individual **success** by creating their own works of art with the freedom to be creative. Pupils have the **opportunity** to explore a vast array of artists, experience their techniques used and learn about the history of art. Our aim is to develop pupils' knowledge of different art forms and artists to extend their Cultural Capital and realise the **purpose** that art and design can play in the world around them. We allow pupils to develop a curiosity and understanding of art, to think critically and reflect on the history of art and how art shapes creativity, culture and society. Pupils will have the **opportunity** to become proficient communicators, innovative thinkers and build resilience through experience of the planning, creating and evaluating processes. They will be encouraged to explore and re-shape ideas in their own work and demonstrate design awareness. Pupils will develop their proven methods and techniques of choice and become visually literate whilst being able to read, interpret and find meaning in art and design pieces.

Our curriculum ensures that pupils are able to develop necessary creative and imaginative skills to be prepared to either return to mainstream, study GCSE Art at our academy or use these skills in their lives beyond our academy.

Our intent enables pupils to:

- Develop their ability to think creatively and imaginatively;
- Learn to re-design and evaluate their work to encourage resilience
- Experience use of different artistic media;
- Learn about the culture and history of art and the role it can play in the world;
- Interpret and find the meaning of art pieces;
- Apply skills to support emotional self-regulation.

## **Content**

Art, Design and Technology content is shared in the long- term curriculum plans (see below). Content is divided into 6 academic terms per year and is delivered on a 3 yearly cycle. Curriculum content is taken from elements of the National Curriculum or the qualifications being studied. Cross curricular links are made where appropriate.

## **Implementation**

Delivery of Art, Design and Technology occurs via small site-based classes. This allows pupils to learn in an appropriate environment and positively promotes engagement in learning. We encourage learning with flexible and bespoke **support** strategies identified per individual pupil in their 'pupil information pack'. The sequencing of art ensures that content is taught in a logical order so that pupils build on knowledge and skill. This allows pupils to embed knowledge and apply their creativity skills within other subjects. When pupils transition between our academy sites they are able to transfer their artistic skills and apply these.

At KS4, Art is delivered at the Sawley site following the GCSE Art curriculum or at the Bennerley site through the OCR Entry Level Art & Design qualification. Art is delivered to allow pupils to experience a practical subject and learn through kinaesthetic activities. We aim for all pupils that are studying Art to make maximum progress whilst with our academy. KS4 APT pupil's study towards optional vocational qualifications and have the choice to engage in artistic courses at commissioned alternative providers if this is of personal interest.

## Assessment

All pupils in KS2 and KS3 are assessed for progression in accordance with the whole academy bespoke assessment and tracking 14 Step Scale. All pupils will have a baseline and target set using the Art 14 Step Scales, regardless of site, age, ability or qualification being studied. This enables our academy to track progress in Art and enables pupils to achieve individual **success** regardless of their starting point. This allows pupils to develop their confidence and self-esteem. Pupils are able to move between our academy sites if appropriate and we can continue to track knowledge and skill development through the 14 Step Scale. KS4 pupils working towards GCSE Art will be assessed for progress against the Art 14 Step Scale and also the GCSE Art specification. KS4 pupils working towards the OCR Entry Level Art & Design qualification will be assessed for progress against the 14 Step Tracking Scale and also the OCR Art & Design qualification.

Use of the 14 Step Scale ensures that all pupils are set appropriate targets and work can be differentiated accordingly. Assessments are used as appropriate to each site to evidence progress towards targets. Pupils are continually assessed on their grasp of content covered and outcomes are set each lesson to support or extend their understanding. Formative teacher assessment will take place during each Art lesson through a variety of methods such as plenaries, quizzes, starters, discussions and self/peer assessments.

Summative assessments at the end of topics will be completed for all pupils not working towards formal qualifications. Summative assessment for KS4 pupils will be their formal exam result. KS4 pupils' working towards an Art qualification will complete mock exams which generate information in order to track their progress. Their performance is analysed and used to inform interventions required in preparation for their exam.

## Impact

We aim for pupils to experience individual **success** in Art through individual target setting, bespoke **support** strategies and use of high expectations. Pupils are encouraged to make maximum progress whilst on roll with short term and long-term target setting. Aspirational targets are also set. Pupils will be encouraged to work towards the next level or grade where time allows.

For those pupils who attend the KS4 site base pupils aim to achieve a OCR GCSE in Art and KS3 pupils attending Bennerley site work towards OCR entry level Art.

Artistic skills developed are transferred successfully to our vocational qualifications offered through our Alternative Provision commissioning process. Qualifications such as Digital Media will require pupils to use their research and creative ability and also evaluate their work in order to re-design and make amendments during the creative process. Pupils may engage in an Art Short Course at The Blend Youth Project and chose art in their curriculum at The Island Project.

### **Career links with the Art, Design and Technology Curriculum**

The Art, Design and Technology long-term plans have a careers focus for each term which links the topic to related artistic based careers (see LTP). Throughout the curriculum, there are opportunities to link artistic design skills to 'real life' applications and build foundations for the next step.

Planning makes reference to careers within a particular subject area. Progression pathways, next steps training and post-16 education **opportunities** are identified. Pupils are given opportunities to research career pathways and expand their knowledge of different careers. They are encouraged to be aspirational and are exposed to a wide variety of careers. Careers is delivered by both teachers and teaching assistants and is also embedded in the timetabled curriculum at each academy site.

## Long Term Plan – Art, Design and Technology Year A 2021-2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Sketchbooks to create and develop ideas and skills</b>					
<p><b><u>KS2/KS3 Design and Tech</u></b> Cooking and Nutrition: Food and cultural diversity in Britain Research and study Cultures in Britain; selecting a wide range of ingredients and creating an appealing menu for a targeted audience and event.</p> <p><b><u>KS3 Art and Design</u></b> Artists and Art Movements with a focus on art associated with the British Empire from the 16<sup>th</sup> Century to the present</p>	<p><b><u>KS2 Art and Design</u></b> Observational Drawing: Artist Study Vincent Van Gough Explore the use of light and dark and texture</p> <p><b><u>KS3 Art and Design</u></b> Artists and Art Movements/Abstract Impressionism Weather and Seasons Landscape Art - painting and mixed media eg. Monet -haystacks and Autumn poplars/winter scenes Constable - cloudscapes Colour mixing -create dark/light shades, re-cap on warm/cold colours</p>	<p><b><u>KS2/KS3 Design and Tech</u></b> Vikings Research and investigate, design and create a Viking Long boat develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</p> <p><b><u>KS3 Art and Design</u></b> Exploring cultures past and present experimenting with images and sculpture Belizean Art Lee Vanderwalker African art Marietijie Henning; Jewellery, tool and weapon</p>	<p><b><u>KS2 Art and Design</u></b> Drawing and Illustration including a study of chosen illustrator of children’s books – William Blake</p> <p><b><u>KS3 Art and Design</u></b> Conceptual Art Using techniques and mediums in their chosen artist’s style. Video games, Books, Movies; Myths and Legends Illustrating myths/stories from the past Create a ‘backdrop’ or Mural for dramatization of a story –look at artists past and present who ‘tell a visual story’ for inspiration – Hieronymus Bosch</p>	<p><b><u>KS2/KS3 Design and Tech</u></b> Model making Investigate and research, design and create Tutor structures, considering specifications and function; creating 3-D drawings and detailed plans.</p> <p><b><u>KS3 Art and Design</u></b> Portraiture and Human Form A study of Elizabethan portraiture symbolism, creating a self-portrait in the style of Hans Holbein Creating imaginative images of the human form Gustav Ramano</p>	<p><b><u>KS2 Art and Design</u></b> Indian Art Focus on use of colour, patterns and techniques</p> <p><b><u>KS3 Art and Design</u></b> Chinese Art Chinese painting, focus on landscapes, flora and fauna, creating art in the style of; colour use and shading, patterns and symbols Comparing to a variety of cultures and exploring a variety of mediums.</p>

	Penwork Watercolours collage	making through sculpture, identifying and selecting specialist tools and creating innovative designs based on needs and purpose	/Escher 'The Singh Sisters' -illustrating your own 'story' DT link -Shadow puppet art and local folklore	Bruce Nauman Plaster Paris and clay Acrylics/ watercolours	
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### Half Termly Career Focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chef Art Curator	Printer	Graphic Designer Jewellery Designer	Illustrator	Architect	Photographer