

KEY STAGE 3 Traded Art and Design Policy



Raedwald Art and Design KS3 Curriculum is derived from objectives given in the National Curriculum; key skills have been identified and progression mapped through from Key Stage 2 to Key Stage 4. The curriculum develops understanding from Key Stage 2 and guides learners on a journey towards the understanding they need to succeed at Key Stage 4. Children that arrive on any curriculum pathway at any point within Year 7, 8 and 9 can slot into each strand based upon their previous knowledge.

The purpose of the curriculum is to equip children with strong foundations in developing Art and Design skills. The topics cover a wide range of different types of Art and Design including two and three dimensional art forms. All Key Stage 3 pupils can experiment with a wide range of areas in Art and Design to learn to develop their own unique style. Pupils have opportunities to learn about different artists and to experiment with different materials, media, techniques and processes throughout every project. Pupils within the Key Stage are encouraged to broaden their understanding and knowledge of different periods in history and art movements. The 19-week period poses limitations on what can be covered within the English Curriculum. Therefore, some skills and techniques will be omitted from the programme of study so as to accommodate other learning more comprehensively.

The fundamental aims of our of Art and Design curriculum are to ensure that all pupils:

- enjoy learning, have confidence to learn and experience a sense of success and progress
- use a range of techniques to record their observations in sketchbooks or folders and other media as a basis for exploring their ideas
- use a range of techniques and media, including painting
- increase their proficiency in the handling of different materials
- analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- learn about a selection of the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Further to these objectives, we believe that for our particular pupils working in an Alternative Provision, a positive experience of the arts in its many forms contributes to the general well-being of the pupils. It is our responsibility to ensure:

- pupils are taught the skills needed to sustain and develop creative pursuits by providing a broad arts curriculum of quality and depth.
- every pupil should be taught creative skills for life and that appreciation for the arts, in its widest sense, allows pupils to develop a greater understanding of the world around them.
- pupils gain a sense of self-esteem, confidence and well-being through participation in the arts and through celebration of outcomes.
- pupil should have opportunities to work collaboratively; encouraging the skills of empathy, negotiation, co-operation and teamwork.
- pupils are allowed to develop their ability for self-expression, diversity, original thought and inventiveness.
- that through their artistic learning experience, pupils extend their exploration of the moral, spiritual, cultural and ethical aspects of their world.
- that by participating in arts activities, pupils are taught to make full use of their critical and evaluative skills in order to improve their work. To take risks and learn from mistakes
- that through learning experiences, pupils improve their chances of gaining meaningful work and pursuing leisure activities, developing competence.

At regular intervals throughout the year, if appropriate, pupils will be provided with the opportunity to:

- engage with contemporary art and design by visiting out of school studios and work shops
- visit creative environments e.g. museums and galleries
- work with artists and crafts people in school

Section 2: Curriculum and content sequencing

Pupils experience Art and Design through regular lessons that consist of two back to back sessions (both 45-minutes and therefore a total of 90-minutes), this allows them sufficient time to become fluent in their knowledge and skills and to be able to demonstrate this thorough practical work.

Within the Building pathway, the curriculum is designed concentrically where learning is revisited to enable progression and long term knowledge acquisition. Subject programmes of study span from EYFS to GCSE Foundation objectives. Units of learning last for 3-4 weeks and topics have carefully been selected to ensure that they capture the attention and interest of pupils, alongside being appropriate within the Programme of Study of the National Curriculum. Art and Design skills are developed through the exploration of the elements of art: colour, shape, form, line, value, texture and space. The internal assessment of skills represents the outcome of what pupils have been taught within each unit of study.

This has been aligned to age expectations. RAG ratings are used to rate what pupils KNOW and DO as a result of each lesson. By nature, the curriculum is deliberately concentric, meaning that where gaps in understanding remain, they can be subsequently built on in later units.

Paragraph 4: Art & Design and the wider curriculum

The Art curriculum will progress into thinking critically and developing understanding of how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. This subject is used as an opportunity to build pupils self-esteem and confidence, whilst also enabling them to problem solve and develop their confidence. Art is also a useful subject that supports mental wellbeing and enables students to develop work in a structured environment that allows them to express themselves and their individuality.