

### Origins of the curriculum

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. Due to the fractional nature of the pathway and agreed curriculum (see \*), some skills and techniques will be omitted from the programme of study to accommodate other learning more comprehensively.

**Designed for Alternative Provision (AP)** The curriculum serves not only to deliver the National Curriculum but also to provide pupils with a structured opportunity to engage in creative expression, build self-esteem, and develop visual literacy, through Arts Awards (where appropriate). Deliberately designed and tailored for the Raedwald Trust's AP context and Pathways available at Parkside Keys Stage 3 (*see table below*). It promotes critical thinking, practical problem-solving, and emotional resilience—skills especially valuable in an AP setting. The flexible, skills-based nature of the programme allows teachers to respond dynamically to pupils' needs and interests, including those arising from disrupted educational experiences. This ensures pupils are not only ready to re-engage with mainstream education but also have a positive, relevant, and confidence-Haven experience of Art.

*\*Where the support is offered in their mainstream setting (or agreed as part of their pathway offer) pupils will follow the curriculum provided by their home schools or music may be omitted from their fractional offer entirely.*

| Pathways                                 | Roll Status (full time/fractional) |
|------------------------------------------|------------------------------------|
| KS3 Haven (6-24 weeks)                   | Dual Roll – fractional placement   |
| Haven Highly Complex Yr9 (up to 2 years) | Dual Roll – fractional placement   |
| Assessment Centre Pathway (6 weeks)      | Dual Roll – fractional placement   |

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

### **Curriculum and content sequencing**

Within the Haven pathway, the curriculum is designed to be concentric, with learning revisited regularly to support progression and long-term knowledge retention. Each subject programme of study is planned to build from the Early Years Foundation Stage (EYFS) through to GCSE Foundation objectives through the national curriculum and Arts Award Units, where applicable.

Units of learning cover topics that have been carefully chosen to capture pupils’ interest while aligning with the National Curriculum’s Programme of Study and those in the Arts Awards. Art and Design skills are developed through focused exploration of the key elements of art: colour, shape, form, line, value, texture and space.

Skills are assessed internally to measure what pupils have learned in each unit, with expectations aligned to their age and stage. RAG ratings are used to indicate what pupils *know* and *can do* as a result of each lesson. By design, the curriculum’s concentric structure means that if gaps in understanding remain, these can be revisited and strengthened in later units, ensuring continuous development over time. The themes explored as part of the Arts Award are as below:

|                   |                   |                |                 |
|-------------------|-------------------|----------------|-----------------|
| Part A: Take Part | • Part B: Explore | Part C: Create | ● Part D: Share |
|-------------------|-------------------|----------------|-----------------|

|        | Autumn | Spring | Summer |
|--------|--------|--------|--------|
| Year 7 | TBC    | TBC    | TBC    |
| Year 8 | TBC    | TBC    | TBC    |
| Year 9 | TBC    | TBC    | TBC    |

**Adaptation of Teaching** is based on a diet of high-quality teaching (EEF, 2022), comprehensive induction, baseline assessments and ongoing teacher evaluation. We recognise that many of our pupils have limited prior experience in practical artmaking and may have missed key foundational learning due to inconsistent school attendance. For this reason, practical skills are prioritised, and tasks are structured with built-in scaffolding, modelling, and differentiation to support accessibility. Curriculum design draws on principles from cognitive science—such as Rosenshine’s Principles of Instruction and dual coding—to enhance engagement and retention.



Induction, Individual Learning Plans (ILPs) and SEND information guide the support needed, which may include:

- Use of overlays for Irlen's syndrome or dyslexia
- Additional scribing or use of technology
- Explicit vocabulary instruction, sentence starters and frameworks for scaffolding writing
- Practical learning and visual aids
- Flexible groupings and targeted interventions to close gaps in prior knowledge

These assessments identify each pupil's subject-specific knowledge and SEND requirements. Pupils are taught through our pedagogical approach (EDI – explicit direct instruction).



## Assessment and outcomes

Due to the wide variety of learners that attend our varied provisions, we do not apply a one size fits all model. Many students have missed large gaps in their education, and students also join us at various points across the academic year. All Art and Design lesson are pitched at varying abilities; from EYFS to KS3. This is essential in order for the children to receive the level of learning required for them to succeed.

Art and Design is assessed throughout the term through our teacher assessment tracking tool, enabling all teaching to be adapted to support pupil's individual needs, according to their starting point. Teachers will assess learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement. Gaps in learning and misconceptions are addressed rapidly in lessons. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

## **Art and Design and the Wider Curriculum**

The Art and Design curriculum at The Raedwald Trust promotes British values by fostering pupils' enjoyment and curiosity about the world around them, encouraging them to participate actively in creative and artistic activities. Tolerance is nurtured through the exploration of different people's ideas, creative responses, and cultural perspectives within art. Pupils are supported to question and explore sensitive or controversial themes while maintaining respect for the views and beliefs of others.

Pupils study and create work inspired by a wide range of artists and designers, including the exploration of British art and design. Planned units of study strengthen pupils' reading and literacy skills, incorporating key word lists, subject-specific language, critique, and annotation. Through individual and collaborative tasks, pupils develop resilience and self-esteem, sharing ideas and resources, engaging in peer assessment, and supporting one another's learning.

The taught curriculum is enriched through diverse cultural capital experiences to ensure equality of opportunity for all pupils. Many of these opportunities are embedded within the school day and include working with visiting artists, trips to local and national galleries, museums and artistic environments, and participation in community-based arts projects.

## **Reading Strategy**

Pupils engage with subject-specific texts, websites, reviews and articles to promote both independent and shared reading. Art projects are designed to develop reading skills across the key stages by embedding subject-specialist vocabulary, descriptive language, critique, and annotation in lessons, marking and feedback. Teachers model descriptive, comparative, and self-evaluative writing throughout each project. Classrooms are equipped with bookcases stocked with books and journals that staff regularly update to meet pupils' interests and needs.

Reading within Art and Design supports pupils to speculate and wonder about artists' work, to express their ideas and feelings, and to consolidate understanding through discussion and reflection.

## **Careers and the Wider World**

In an ever-evolving world of work, Art and Design lessons at Key Stage 3 encourage pupils to consider and explore careers within the creative industries. Pupils have opportunities to work alongside professional practitioners, research pathways into art, design, architecture, animation, illustration, photography, fashion, game design, set and stage design, advertising, interior design, and heritage and museum work. They also explore how art connects to wider industries such as marketing, publishing, product design and digital media.

Art and Design nurtures essential skills that support pupils beyond school, including creative problem-solving, critical thinking, cultural awareness, teamwork, and independent learning — all of which prepare them to make successful transitions into further study and future employment.