

Origins of the Curriculum

This policy builds upon the policies and current curriculum at KS1-3. Key Stage 4 Art programme of study is designed in accordance with the Department for Education's 'GCSE Art & Design Subject Level Conditions and Requirements' (2022). It reflects our commitment to offering a high-quality, inclusive curriculum within an Alternative Provision (AP) context. The curriculum is deliberately designed to be broad and rigorous, ensuring that all pupils, regardless of the length or nature of their placement, access a challenging curriculum that mirrors the expectations of mainstream education.

Pupils attending the Raedwald often arrive from a variety of home schools and may follow different GCSE specifications. As such, the curriculum is not tailored to a single exam board but instead prioritises the development of transferable knowledge and skills aligned with the key assessment objectives common across all Art & Design specifications. This approach ensures that pupils can reintegrate with their home school's curriculum or transition successfully into post-16 education, training, or employment.

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. Deliberately designed and tailored for the Raedwald Trust's AP context and Pathways available at Key Stage 4. 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-building experience of Art.

The KS4 Art and Design curriculum endeavours to re-engage students through skills focused, creative tasks. With high expectations, clear examples and demonstrations, students are encouraged to explore individual ideas and concepts within a set theme or brief. By regularly exploring new media, tools and techniques alongside specific research into the work of artists, we hope to increase student's confidence, creativity and capacity for imaginative and original thought. We celebrate student achievement within school and the wider community on the Raedwald Trust website.

The aim of the Art & Design curriculum across all sites within the Raedwald Trust is to provide opportunities for learners to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The curriculum allows students to problem solve and find solutions through practical experiments. They are encouraged to think, make mistakes and learn from solutions. We aim for students to become 'art literate', understanding the arts as a form of visual and tactile communication, building visual intuition and expanding their understanding of the world. Simultaneously, we seek to develop an awareness, appreciation and understanding of the rich, cultural diversity of the arts within society.

This policy outlines the full-time curriculum offer; however, further refinements and adaptations may be made for pupils accessing the provision through fractional or short-term placements, so that the curriculum remains relevant, manageable, and purposeful. ** Where pupils curriculum is co-constructed or provided by their home schools or Art may be omitted from their fractional offer entirely.*

Content and Sequencing

The fundamental areas of our Art & Design curriculum include the elements of art: line, colour, texture, shape, space, value, and form. These are introduced early in the curriculum and are regularly revisited through carefully sequenced, concentric projects designed to reinforce and deepen understanding over time. Core learning objectives are derived from the National

Curriculum, assessment objectives of GCSE Art & Design and Arts Awards. These objectives are interleaved and revisited across projects to build long-term retention and promote incremental progression.

Projects/ tasks focus on the elements of art, while following set themes. Units of work are designed by Art specialist teachers. The sequencing of units for the Haven pathway at KS4 are concentric, with skill-based learning through each project/ unit to embed key skills. Specific artist references are starting points to discovery; teaching contextual knowledge of the arts and developing understanding of relevant techniques, materials and skills applied.

Units of work are delivered and completed cycles. In this way, progression and long-term knowledge acquisition of key skill areas can be embedded. Art skills and art elements overlap consistently allowing both areas to be revisited frequently throughout a cycle. There are opportunities for extension activities to consolidate learning and develop originality. Progression is mapped according to the GCSE Art and Design Assessment objectives; AO1-4. This model of delivery and progression ensures learners have opportunities to create original work which could meet some coursework requirements for exam entries at Dual Placement schools, where this may be applicable.

Overview of Units of Study:

	Autumn	Spring	Summer
Year 1	Hidden Worlds and Abstraction	Contrasts/Urban Photographs	Surrealism
Year 2	Under the Microscope and abstracted realities	Food and Drink/Pop Art	Urban Art

Each unit includes specific opportunities for the development of key creative and technical skills—such as observation, media handling, and annotation—mapped against the four key assessment strands: Develop, Refine, Record, and Present. Artist studies are used to introduce contextual understanding, promote cultural awareness, and inspire personal responses.

Note: This curriculum is designed for a full-time offer; refinements to content and delivery may be made for pupils accessing provision through fractional and/or short-term placements. Please see the table of Haven Pathways on Page 1 for further detail.

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.

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

Formative assessment is embedded throughout the Art curriculum. Teachers assess pupils continuously through observation, dialogue, questioning, and regular reviews of sketchbooks and practical outcomes. These formative assessments are used to provide immediate feedback, address misconceptions, and inform subsequent planning. Pupil self-assessment is embedded in every lesson to foster metacognition and encourage ownership of learning.

Assessment data is used diagnostically to identify gaps in knowledge and skills, allowing teachers to personalise instruction and adapt schemes of work accordingly. The intended outcomes include improved self-esteem, increased confidence in creative thinking, and the acquisition of technical and evaluative skills. While pupils may be entered for a range of GCSE boards depending on their home school, our internal assessments are benchmarked against common GCSE assessment objectives.

This responsive approach ensures every pupil can access the curriculum, engage with content, and make meaningful progress.

Art and the Wider Curriculum

British Values, SMSC and Cultural Capital

Art education supports the delivery of British Values by promoting mutual respect, individual liberty, and tolerance of different cultures and perspectives. Through the study of artists from a range of cultural and historical backgrounds, pupils explore how creative expression reflects diverse social, political, and ethical viewpoints. Art projects often incorporate discussions about identity, sustainability, representation, and social justice, helping pupils to engage with complex issues in a reflective and respectful manner, building character education.

The curriculum also supports SMSC development. Spiritually, pupils express emotions and explore personal experiences through visual language. Morally, they consider themes such as environmental ethics and cultural representation. Socially, collaborative projects nurture communication, cooperation, and empathy. Culturally, pupils are introduced to a wide range of art traditions, building their cultural literacy and appreciation for global heritage.

Reading and Literacy

Reading is embedded throughout the Art curriculum. Pupils engage with artist statements, biographies, exhibition texts, and art criticism. Vocabulary development is prioritised, with subject-specific terms introduced, modelled, and reinforced through discussion and written tasks. Teachers support pupils in articulating descriptive, analytical, and evaluative responses, both orally and in writing. Reading is used to develop curiosity, critical inquiry, and deeper understanding of artistic intentions and cultural contexts.

Life Beyond Education

The Art curriculum equips pupils with transferable skills relevant to life beyond education, including creative thinking, visual analysis, planning, and self-expression. Pupils develop independence, resilience, and confidence—qualities essential for further education and employment. Careers within the creative industries are explicitly explored, and pupils are supported to research post-16 pathways and training opportunities. Where appropriate, pupils may also work towards a nationally recognised Arts Award qualification. Engagement with the arts contributes positively to pupils' mental wellbeing and offers a constructive outlet for self-expression.

Wellbeing Further to these objectives, we believe that for our cohort of students working in Alternative Provision, a positive experience of the arts in its many forms contributes to the general well-being of the student. Art plays a crucial role in helping students develop strategies to explore their understanding of themselves.

It is our responsibility to:

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

Careers Art supports preparation for the world of work by promoting creative thinking, visual communication, and problem-solving. Students explore careers in the arts and creative industries, are introduced to vocational pathways, and reflect on how artistic skills can be applied in a range of future contexts.

Wider Curriculum Links Art integrates elements of numeracy (scale, proportion, geometry), literacy (articulation and critique), and digital competency (image editing, design software). It supports the development of higher-order thinking and promotes transferable skills relevant across the wider curriculum.