

## The Albany Academy Traded Pathway Policy for Art & Design KS4

This policy builds upon the policies and current curriculum at KS1-3.

The Raedwald Trust programme of study for Art and Design at KS4 has been developed in line with DfE guidance on 'GCSE Art & Design Subject Level Conditions and Requirements' document 2022. Curriculum opportunities have been provided to accommodate specific academic pathways and diverse client needs in Key Stage 4 centres across the Raedwald trust.

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.

The KS4 Art and Design, **Springboard Pathway** 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, with displays and performances.

### 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.
- That through their learning experiences they improve their chances of gaining meaningful work and pursuing leisure activities

## Overview

At KS4, Art and Design is delivered through skill-focused units of work. 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 Springboard pathway at KS4 are concentric, with skill-based learning through each project/ unit to embed key skills. Relevant elements of art will be in focus each week. 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 over 5-7 week 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 5-7 week 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.

See 'KS4 Art & Design Overview' document.

## Assessment and Outcomes

Teachers adhere to the RT EDI framework in delivery of lessons. Expectations are simple and clear. Students receive regular verbal and weekly written feedback in which they are given clear advice on ways to develop work and understand their own progression. Each unit builds on acquisition of key skills giving multiple opportunities to improve skills. Units allow for individual outcomes with focused exploration of techniques and mediums. Students are encouraged to engage in two-way dialogue with their teacher and develop critical skills which will move progress further. The development of art literacy and vocabulary is modelled by teachers consistently to enable students to assess their work with more accuracy. Learning objectives are clear.

Assessment will focus on the knowledge and skill objectives (Knows and Dos) presented each lesson. Staff assess work according to these criteria at the end of every lesson. GCSE Art and Design Assessment Objectives are clearly embedded in planning within Medium Term plans. Assessment Objectives 1-4 are clearly outlined and aligned across exam boards at KS4. Collaboration between colleagues from across sites

has been practiced for many years, ensuring good levels of standardisation across the Trust. Progress will be reported back to Dual Placement schools in reports.

### **British Values**

The KS4 Art curriculum allows plenty of scope for students to explore British Values. Tolerance is promoted through respect for differing points of view, creative responses and understanding of different cultures and styles within art. Exploring themes of Democracy and the Rule of Law, Individual Liberty, Mutual respect and Tolerance for other faiths and traditions becomes an explicit discussion when exploring the work of artists from different times and cultures. Pupils are encouraged to question and explore sensitive and controversial issues, developing an understanding of how artworks reflect social, political and cultural values. Cultural relationships to British art and the wider world of art are also explored to foster greater understanding of our cultural and historical context.

The art curriculum at The Raedwald Trust also delivers British values through cultivating a sense of enjoyment and fascination in learning about the world around them and participating pupils actively in artistic and creative activities.

### **Character Education**

Pupils have the opportunity to work independently and with peers to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. Arts education fosters good problem-solving skills, is well documented for promoting good mental health and generally increases the well-being of our students.

### **Cultural Capital**

The curriculum aims to build a critical art vocabulary, providing opportunities to develop understanding and appreciation through exposure to inspirational artists and exemplars. The taught curriculum is enriched with an introduction to a wealth of artists from a range of cultural backgrounds.

### **Careers and the world of work**

The fast-changing world of work puts even greater demand on all of us to support students in making successful transitions in their lives. In art lessons, we support and encourage pupils to consider and explore careers within the arts and conduct research into future opportunities.

### **Reading Strategy**

Students are introduced to subject specialist artist biographies and statements to encourage independent and shared reading. Planned units of instruction for art projects contribute to the development of pupil reading skills across the key stage, including use of subject specialist language in lessons and in marking and feedback. Teacher modelling of descriptive writing, comparative writing, critique and self-evaluative writing throughout each project. The curriculum uses reading to develop student's skills in being able to speculate and wonder about artist's work; to express views and feelings and to consolidate ideas and understanding.

## **Art and the wider curriculum**

The arts present many opportunities to enrich the broader curriculum. Students develop their understanding of numeracy by exploring scale and proportion, measurement, weight, pattern, geometry and symmetry. Study of the arts develops insights in creative thinking and problem solving across the curriculum. Students can gain an understanding of digital image making and its manipulation through use of technology.