

Raedwald Trust Art & Design – Springboard Pathway Policy for 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, with exhibitions and performances. We offer opportunities to visit theatres, galleries and museums to foster an interest in the arts and creative professions.

Wellbeing

Further to these objectives, we believe that for our particular 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 in order to develop greater understanding.
- 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 Focused pathway at KS4 are concentric, with skill-based learning through each project/ unit to embed key skills. Two 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 a 6-week cycle. 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 6-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 coursework requirements for exam entries at Dual Placement schools where applicable. KS4 students may have the opportunity to achieve an art qualification through their Dual Placement school or at a Raedwald Trust Focused pathway provision.

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. Assessment is used to inform planning. 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.

Formative assessment will focus on skill statements for Art & Design. Assessment Objectives and marking procedures are clearly outlined by exam boards at KS4. Staff assess work according to these criteria at the end of every lesson. This information will help staff to plan the areas of focus for each student each week. 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 a weekly report.

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 as a team 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 systematically giving students a wider vocabulary. Visits to local and national galleries and museums offer students an opportunity to explore the world around them outside of the classroom, to ensure equality of opportunity to all. The taught curriculum is enriched with encounters from visiting artists, and opportunities for students to take part in national competitions.

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 texts, websites, reviews and articles 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. Modelling of descriptive writing, comparative writing, critique and self-evaluative writing throughout each project. Classrooms are equipped with bookcases and staff regularly purchase books and journals to cater for student need. 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. The curriculum also encourages problem solving. Students are able to work with a number of computer packages to aid the development of their ideas and will gain an understanding of digital image making and its manipulation.