

## **Raedwald Trust Art & Design 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 'Art & Design GCSE Subject Content' January 2015 and additional curriculum opportunities have been provided in line with the Arts Council's Arts Award. Different centres across the Raedwald trust have diverse client groups with specific individual needs. In some cases the OCR programme of study for Entry Level has been used.

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 hard, 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 and appreciation of the rich cultural diversity of the arts and an understanding of the role of the arts in society. The unique opportunities for personalisation in the KS4 art and design curriculum allows students opportunities to work more independently with their ideas, exploring themes that are uniquely meaningful to them personally.

The RT Art KS4 curriculum endeavours to re-engage students by providing them with opportunities to direct elements of their own learning based on individual interests. With high expectations and well-judged examples and demonstrations, students are encouraged to trust their own decisions and thoughts and become more courageous to follow and explore individual ideas. By regularly exploring new media, tools and techniques alongside a programme of examination into the work of artists, we hope to increase student's confidence and creativity and capacity for imaginative and original thought and experimentation. We compensate for the 'small nature' of our provision by collaborating with colleagues and arts professionals through visiting artists and working outside school in professional arts venues. We present performances of collaborative work by pupils, staff and arts professionals within school and other outside venues. We make visits to theatres, galleries and museums each year. We aim to interest students visually using display and celebrate student achievement through exhibitions in school, the community and on our website. In this way, the art curriculum seeks to engage the wider community in the celebration of student work.

### **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 and 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

The trust supports the same entitlement as mainstream schools and also recognises the need for alternative provision to offer a variety of pathways at KS4 to address need, ability and gaps in learning.

### **Content/ Programmes of Study**

Art and Design is offered as an essential entitlement for all students both within the formal curriculum and through high quality, extra-curricular and wider community activities. We are able to join forces with schools across the trust to host an activity jointly, enabling a wider range of art options. The subject is delivered through teacher led projects across the two years where students are introduced to new techniques and processes, revisiting the fundamental areas of our curriculum: Developing; refining; recording and presenting with each unit. We endeavour to provide a range of cultural and creative experiences in which students are able to celebrate their own achievements, those of others and apply their arts knowledge and understanding to the broader curriculum.

The Raedwald Trust provides a full time offer for students at KS4. Arts qualifications at KS4 are offered across the Raedwald Trust and are derived from nationally recognised programmes of study: national exam boards (Edexcel or OCR currently) covering GCSE Areas of study. The trust also provides opportunities for students to study the Arts Council's Arts Award qualifications at Bronze and Silver level (Level 1 and level 2 equivalent courses). The Arts Award can be delivered as a bespoke alternative curriculum programme, as part of core curriculum delivery or as an enrichment activity. Individual centres

will decide on the best adaptation of the curriculum depending on student need. In addition, 'best-fit' accreditation in the form of Entry level courses and AQA unit Awards are offered where appropriate.

## Overview

The subject is generally delivered through themes / projects, designed by teachers and externally set, to encourage learners to engage (and reluctant learners to re-engage) with creative work. The sequencing of units of study at KS4 will be determined by different sites depending on student need and whether students are covering the programmes of study over one, two or three years. All students taking part will produce coursework for submission to a qualification where appropriate. The overview below can be used by individual sites as an outline that incorporates units of study for GCSE, Arts Award and Entry Level qualifications and allows students opportunities for progression by revisiting and expanding their understanding of the key skills of Develop, Refine, Record and Present with every project. Progression from KS3 to 4 is mapped where possible. In most cases, progression will be mapped using the GCSE 9-1 assessment criteria as laid out in the OCR / Edexcel specification.

	Autumn	Spring	Summer
<b>Year 10</b>	<p><b>Induction Workshops</b></p> <ul style="list-style-type: none"> <li>Understanding of visual language - the formal elements</li> <li>Drawing/mark making</li> <li>Experimenting with tools, materials, technologies and techniques</li> <li>Researching contextual sources</li> <li>Recording practical and written observations</li> </ul> <p><b>Small discrete project</b></p> <ul style="list-style-type: none"> <li>Generate and develop ideas</li> </ul> <p><b>Artist Workshop</b></p> <ul style="list-style-type: none"> <li>Explore arts as a participant</li> </ul>	<p><b>Thematic response project</b></p> <ul style="list-style-type: none"> <li>Developing and exploring ideas</li> <li>Researching primary and contextual sources</li> <li>Experimenting with media, materials, techniques and processes</li> <li>Presenting personal responses</li> </ul> <p><b>Gallery visit</b></p> <ul style="list-style-type: none"> <li>Gain knowledge of the work and approaches of artists and craftspeople</li> <li>Review arts event as part of the audience</li> </ul>	<p><b>Thematic response project continues</b></p> <p><b>Drawing and Mark making</b></p> <p><b>Exhibition</b></p> <ul style="list-style-type: none"> <li>Apply an understanding of the relevant practices in the creative and cultural industries to their work</li> <li>Art skills share</li> </ul>
<b>Year 11</b>	<b>Mock exam project</b>	<b>Externally set assignment</b>	<b>Thematic response project and mock exam project</b>

	<ul style="list-style-type: none"> <li>Developing and exploring ideas</li> <li>Researching primary and contextual sources</li> <li>Experimenting with media, materials, techniques and processes</li> <li>Presenting personal responses</li> </ul> <p><b>Artist workshop</b></p> <ul style="list-style-type: none"> <li>Explore arts as a participant</li> </ul>	<ul style="list-style-type: none"> <li>Preparatory studies in response to a theme</li> <li>Developing and exploring ideas</li> <li>Researching primary and contextual sources</li> <li>Experimenting with media, materials, techniques and processes</li> <li>10 hour period of sustained focus - presenting personal responses</li> </ul> <p><b>Gallery visit</b></p> <ul style="list-style-type: none"> <li>Gain knowledge of the work and approaches of artists and craftspeople</li> <li>Actively research artists and arts organisations, find out about training and career routes</li> </ul>	<ul style="list-style-type: none"> <li>Refine and present work for assessment</li> </ul> <p><b>Exhibition</b></p> <p>Apply an understanding of the relevant practices in the creative and cultural industries to their work</p>
Year 11 1 year course	<p><b>Induction workshop (half term 1)</b></p> <ul style="list-style-type: none"> <li>The formal elements</li> <li>Drawing/mark making</li> <li>Experimenting with tools, materials, technologies and techniques</li> <li>Researching contextual sources</li> <li>Recording practical and written observations</li> </ul> <p><b>Thematic Response Project (half term 2)</b></p> <ul style="list-style-type: none"> <li>Developing and exploring ideas</li> <li>Researching primary and contextual sources</li> <li>Experimenting with media, materials, techniques and</li> </ul>	<p><b>Externally set assignment</b></p> <ul style="list-style-type: none"> <li>Preparatory studies in response to a theme</li> <li>Developing and exploring ideas</li> <li>Researching primary and contextual sources</li> <li>Experimenting with media, materials, techniques and processes</li> <li>10 hour period of sustained focus - presenting personal responses</li> </ul> <p><b>Gallery visit</b></p> <ul style="list-style-type: none"> <li>Gain knowledge of the work and approaches of artists and craftspeople</li> <li>Actively research artists and arts organisations, find out</li> </ul>	<p><b>Thematic response project and mock exam project</b></p> <ul style="list-style-type: none"> <li>Refine and present work for assessment</li> </ul> <p><b>Exhibition</b></p> <p>Apply an understanding of the relevant practices in the creative and cultural industries to their work</p>

	processes <ul style="list-style-type: none"> <li>• Presenting personal responses</li> </ul>	about training and career routes	
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### **Assessment and Outcomes**

Art and Design is a compulsory, timetabled curriculum subject which incorporates vast differentiation in the abilities of the cohort. Many students who join centres at the Raedwald Trust in KS4 have large gaps in their education. Baseline assessments are devised by art specialist teachers at centres and completed to assess the appropriate level for each pupil to begin arts qualifications.

Students receive regular verbal and weekly written feedback in which they are given clear advice on ways to develop work and where progress is recognised. Students are encouraged to engage in two-way dialogue with their teacher and develop critical skills which will move progress further. At KS4 it is recognised that successful outcomes rely on a consistent use of student ideas and so our staff aim to cultivate these skills in their feedback. Simultaneously, self-assessment and peer assessment provide the foundation for students, with the guidance of their teachers, to determine their next steps within a project. The development of art literacy and vocabulary is modelled by teachers consistently to enable students to assess their work with more accuracy.

All Art qualifications offered at Raedwald Trust are teacher assessed and externally moderated by examining bodies. Collaboration between colleagues from across sites has been practiced for many years, ensuring good levels of standardisation across the Trust. 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 project. This information will help staff to plan the areas of focus for each student within the next project and will also feed in to whole school tracking systems.

### **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, they have opportunities to work alongside arts practitioners or conduct research into future opportunities. It may be possible to visit artist studios to expose students to a diverse range of artists work and gain an insight into practicing artists' working environments, expanding their careers education.

### **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 students skills in being able to speculate and wonder about artists 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.