

King Edward VI Balaam Wood Academy Art and Design

Curriculum Statement 2020/21

Core Values

Our curriculum is underpinned by our core values of being:

Bold... committed to academic excellence and a 'powerful knowledge' in art and pupils who question and develop skills in analysing and expressing opinions

Ambitious... art pupils who are guided to articulate their creative ideas and gain technical abilities to solve problems

Collaborative... learning involves working together and art learning advocates mutual respect, good attitudes and listening and acting on others' opinions and feedback

Kind.... Respecting each other and being able to peer and self-evaluate and celebrate success

Intent

What is the King Edward VI Balaam Wood Academy aiming to achieve through their art and design curriculum?

What aspirations have we for our pupils?

We believe in offering a broad and balanced Art Curriculum at King Edward VI Balaam Wood Academy, to give our pupils the knowledge, skills and confidence to become successful in the 21st Century World, whatever their chosen path. We work from the National Curriculum guidelines.

The Art and Design curriculum aims for all pupils to learn and develop knowledge about the work of a range of artists, designers and craftspeople and work within a range of contexts.

Art is an integral part of a pupils' education and we want all our pupils to become experts in the different disciplines of Art, Craft and design.

As part of the King Edward VI Balaam Wood Academy Art and design curriculum pupils will:

- **Explore** a variety of cultural links from around the world and develop an understanding and appreciation of the role creativity has played culturally and historically.
- **Learn** what it means to develop ideas and think like an artist and designer and research and critically value and judge their own and others' work
- **Develop** visual language and literacy skills to 'talk like an artist' and express themselves confidently and communicate effectively
- **Share** opportunities to evaluate and analyse and learn to think creatively and problem solve by experimenting with a range of techniques processes and applications; in different materials and media.
- **Practise** to become experts and develop high quality work through the fundamental skills of drawing, painting and working in 3D. Significant time is given to develop mastery of different art techniques.

The four key concepts of:

Creativity (exploring and creating)

Competence (understanding and evaluating)

Cultural understanding (of art, Craft and Design)

Critical understanding (making reasoned judgements)

Explore and create (ideas)

linked to the **key processes** of: Understand and evaluate

- **Provide** the structure to plan the learning experience so that pupils deepen and broaden their knowledge, skills and understanding through the study of Art, Craft and Design.

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	Requirements What do we expect?	Actions How will we provide these?
Skills	<p>We expect pupils to develop skills in the 4 key concepts</p> <ol style="list-style-type: none"> 1. Creativity in art, craft and design 2. Competence in art, craft and design 3. Cultural understanding in art, craft and design 4. Critical understanding of art, craft and design 	<ul style="list-style-type: none"> ➤ Through skilful teaching and showing pupils high quality exemplars ➤ By having high expectations; only a 'good' piece is good enough ➤ By showing pupils WAGOLL (what a good one looks like) ➤ By ensuring our resources are high quality ➤ By sequencing our curriculum carefully ➤ By teaching missed content and revisit previous topics ➤ By ensuring pupils learn to 'talk like an artist' ➤ By encouraging pupils to value discussion and critique each other's and their own work and provide feedback ➤ By listening to advice from others and allowing mistakes to happen ➤ By visiting art museums and other cultural venues ➤ By working alongside other art departments and sharing ideas ➤ By inviting specialists to work with our pupils ➤ By pupils being leaders of their art ➤ By having a dialogue about our curriculum as teachers <p>'it is a garden of ideas not a statue'</p>

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Knowledge	<p>To know about artists craftspeople and designers and their techniques; in history and today.</p> <p>To know the fundamentals of art and explore the key processes of</p> <ul style="list-style-type: none"> • Exploring and creating ideas • Understanding and evaluating <p>In the following areas of knowledge:</p> <ul style="list-style-type: none"> ✓ Colour theory ✓ 7 formal elements ✓ How to draw from direct observation ✓ How to make marks and to know about mark-making ✓ The 7 principles of design ✓ Composition ✓ Presenting ideas in a sketchbook/board ✓ Manipulating materials, media and techniques and developing mastery of practical knowledge 	<ul style="list-style-type: none"> ➤ By making sure home learning tasks are an important part of a pupil's art journey ➤ To be clear about what knowledge about an artist we teach ➤ To have a timeline of art, craft and design in the department to refer to ➤ To ensure we regular meet as teachers and upskill our knowledge ➤ To use knowledge organisers to share with pupils what we want them to know and remember ➤ To share the work pupils have done every lesson through a shared approach to DNAs across the department ➤ To recall what pupils can remember and question pupils well ➤ To encourage reflection ➤ To ensure pupils get regular opportunities to practice their techniques ➤ To allow pupils to get into the flow of a lesson and really think through their ideas and what they are trying to convey ➤ To celebrate work on the school website and through display in the gallery area and art and design department
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Secure development and achievement in Art, Craft and design

- provides opportunities for pupils' personal development in creativity, independence judgement and self-reflection
- allows pupils to be bold and achieve their personal best and beyond and enables pupils to develop a natural sense of wonder and curiosity about the world around them; a 'love of the arts'

Prepare pupils for "Life beyond Balaam" ...

- challenges, motivates, inspires and leads to a lifelong interest in learning; and focuses pupils on developing their proficiency in developing a rigorous understanding of critical thinking and an inspiration in Art, Craft and design.
- prepares pupils for further education in the arts; whether academic or vocational and for the world of work.
 - We would like to promote the understanding of the creative design industries their role and how they can lead to exciting career opportunities and plan to include visits from creative industries.

Promote active community involvement, kindness and collaboration ...

- ensures pupils are fully prepared for life in their own community and today's society and develops their critical abilities and understanding and creates an atmosphere of respect and resilience where its ok to learn from their mistakes and experiments.
- developing confident individuals who are able to live safe, healthy and fulfilling lives and able to appreciate their own and others cultural heritage through studying a diverse range of artwork
- offers a wide range of quality extra-curricular opportunities for personal development and enjoyment of the arts

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King Edward VI Balaam Wood Academy curriculum principles

At King Edward VI Balaam Wood Academy, it is our intention that our art and design curriculum develops resilience, confidence, self-esteem and a thirst for learning amongst our pupils and adheres to the whole school curriculum principles.

Curriculum Implementation; Through Teaching, Learning and Assessment

At Key Stage three pupils follow the National curriculum and study a broad and balanced range of subjects over three years. The curriculum is at least as ambitious as the standards set by the national curriculum.

Pupils will be given the opportunity to experience working in a variety of 2D and 3D media and materials in 3 main disciplines:

Fine Art (Painting, drawing, collage)

Fine art (Printmaking, digital art and sculpture)

Textiles (Fashion, textiles, batik, embroidery, applique)

- Pupils have 3 hours of art a fortnight at KS3 and the pupils rotate through the disciplines across each year; pupils have 19 hours per discipline including 5 hours on their final outcome.
- Pupils have 5 hours of art a fortnight at KS4 and the pupils continue to study Art and Design either as Textiles, Fine Art (2D) or Fine Art (3D) following the OCR GCSE Specification. Pupils complete coursework studies and then a 10 hour external exam linked to a starting point set by the exam board.
- At both KS3 and KS4 we have based our projects on one word starting points and these are underpinned by a key question for thinking.
- We prioritise working in a sketchbook to present and develop ideas and organise research and visual information as an ongoing 'sketchbook journey'
- Pupils keep their sketchbook with them across KS3 as a record of their KS3 art journey
- Pupils also have an A5 sketchbook for their home learning and this work is then transferred to their class sketchbook
- At KS4 pupils work in A3 sketchbooks to show their journeys as well as A1 art boards
- The 5 year art curriculum encourages creativity, independence and ownership of pupils learning.

Collaborative curriculum planning lies at the heart of what we do at Balaam Wood Academy art and design department this means:

- The art and design teachers regular meet to discuss and talk about their planning and pupils work, they look at sketchbooks and final pieces as well as challenging each other on the quality of what is being taught and learned
- We are committed to always reflecting and improving what we do; we look at what we are learning and also why we are learning it
- We look how one project links to another and revisit topics
- We want to embed challenge, active learning and metacognition and memory techniques and literacy in our curriculum; this means we read widely around our subject and teaching and practising in the classroom
- We work with other art departments and share ideas and look at pupils work and moderate and plan together

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- Home-learning in art and design is a key part of the offer at King Edward VI Balaam Wood Academy. It is rigorously planned and we are developing resource booklets for KS3 in order for pupils to work at their own pace and challenge, home learning is key to develop successful learning habits. It is used to primarily develop drawing and research skills.

Assessment and feedback

- Pupils develop their skills in researching, recording, developing ideas and experimenting and then selecting ideas for a final piece of high quality (5 hours)
- Pupils regularly receive feedback in class and are encouraged to discuss and critically review each others work and listen to the advice of pupils and teachers
- Pupils receive two written feedback stickers; a mid-project feedback and an end of project feedback.
- Feedback gives them opportunities to improve and develop skills and 'now try this' to improve

Through Transition

- When pupils join the school, they complete a drawing task to assess their ability to record from direct observation; we use this to then put pupils into three groups 'emerging, developing and secure'
- Pupils love the opportunity to work alongside pupils of a similar ability and skill

Through Enrichment

We believe learning 'beyond' the classroom is as essential to pupils' development as learning within the classroom, and so ensure our pupils experience a wealth of extracurricular opportunities.

Examples: lunchtime art and textiles clubs, Saturday art classes, visits to galleries, working at other art departments on master classes.

Previously pupils have experienced:

- A workshop at Winterbourne Gardens
- Barber art gallery workshop
- Jewellery workshop at Jewellery quarter museum
- Printing workshops

Well-being Wednesdays

We provide learning opportunities through the well-being Wednesday afternoons for KS3 pupils to think and develop their skills as craftspeople.

We will continue this with 6-week projects in developing pupils knowledge and understanding of art history where pupils have opportunities to share and celebrate the work produced.

At KS4 well-being Wednesday is a 6 week opportunity to extend their skills and refine their coursework.

Through Personal Development

Pupils have a positive attitude to learning in the art department this is because we adhere to the schools attitudes to learning and code of conduct.

Pupils work is shared in the gallery in main school and on display in the art department.

KS3 work is regularly shared on the school twitter account.

Pupils are taught and have a strong understanding of how to work effectively and safely in the department

All aspects of **Spiritual, Moral, Social and Cultural development** are included in the art and design curriculum:

- Spiritual – pupils develop an awareness of the place of art in the world and are able to comment on and change their opinion about art works and others art work

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- Moral - pupils explore who they are and are able to comment on and change their opinion about art and learn that art can have a moral purpose
- Social – collaboration is key in art; pupils have opportunities to work together as well as reviewing each others work and ideas; pupils are expected to help and support one another and discuss work
- Cultural – pupils develop an awareness of the place art has in the world and their own cultural references
- Personal – Pupils develop a strong understanding of how to work effectively and safely
- Health – pupils own wellbeing is supported by engaging in an art curriculum that helps them express their feelings, and think and reflect

Curriculum Impact

The curriculum is successfully implemented to ensure pupils' progression in knowledge – pupils successfully 'learn the curriculum'

The impact of the school's art and design curriculum is measured through several means:

- Outcomes for pupils at GCSE in Y11
- Sketchbook work and final outcomes at KS3
- Progress and attainment data for current year groups; are they on track to achieve their end of yr 11 grade?
- Destinations data; how many pupils go on to study in the arts
- Attendance data
- Behaviour logs and Attitudes to learning data for the subject
- Engagement in enrichment activities
- Pupil and teacher voice
- Progress towards the Gatsby benchmarks
- Faculty reviews and Deep Dives
- Book reviews
- External reviews and feedback