

CURRICULUM INTENT

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

The Art and Design policy of Elms Bank reflects the aims of the school in its attempt to provide a broad and balanced curriculum for all its pupils regardless of academic or physical ability. The policy follows the National Curriculum as closely as possible but given the wide and varying range of needs of our pupils, modification is necessary on many counts. In practice this means that the course will relate to the developmental stage of the individual, covering work from all three key stages rendered age appropriate in order to allow real and meaningful achievement for all pupils.

Art and Design is seen as a central element towards understanding and enjoyment of most areas of the school curriculum as well as a subject area in its own right. Cross curricular projects are welcomed and followed wherever possible. In a wider sense Art and Design is seen as a means of development of a wide range of practical and cognitive skills which allow personal development and an understanding of Art and Design within the context of society.

The basic aim of Art & Design at Elms Bank is to broaden the experience and develop the ability of the individual to the maximum possible, allowing that individual to experience a course which reflects as far as possible current good practice in a mainstream school. Indeed, for some pupils experience and increased ability in the area of Crafts will sometimes exceed that possible in a mainstream school.

To support pupils to develop their mathematical fluency and confidence across the curriculum, mathematical skills are embedded into most Schemes of Work, where meaningful e.g. students use calculation, estimation and measurement to plan and make visual art and design works and develop their capacity to recognise and use patterns and relationships, visualise 2D shapes and 3D objects. Students may also study the work of artists who use mathematical processes and content in their visual artworks or develop technical drawing skills.

The teaching of spoken language, reading, writing and key vocabulary is embedded throughout the schemes of work, e.g. when reflecting on their own and the work of others, justifying their ideas with reasons and learning new subject specific vocabulary.

CURRICULUM IMPLEMENTATION

Refer to Long Term Plans

Art is taught on a weekly basis to all classes in Key Stage 3. Schemes of work are tailored to the needs and ability of each child. This includes pathways for our pupils with Complex Needs, pupils within our Specialist Provision, Nurture, Explore and Inspire pathways.

Art & Design is delivered to all pupils in KS4. We offer three exam pathways to cover the wide ability range of our pupils.

These include:

- GCSE Art & Design

- Entry Level Art & Design
- Arts Award Discover

Arts Award Discover and Explore are delivered within Specialist Provision and Thrive.

Expressive Arts is delivered at KS5 alongside Music and Drama. All three genres contribute to the Arts Award Explore qualification.

CURRICULUM IMPACT

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Refer to: Pathway documents for qualifications; termly data analysis; end of year data analysis. See also pupil voice following events such as Arts Week, School Performance, etc

EQUAL OPPORTUNITIES AND INCLUSION

The Art & Design department has a responsibility to include all pupils regardless of their social or academic background. The variety of Art provision allows all pupils to be included in extracurricular activities.

SPRITUAL MORAL SOCIAL CULTURAL (SMSC)

Spiritual – In Art the work of students becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great artists and experience wonder and awe at the achievements of these great works of art. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

Moral – The department promotes mutual respect and consideration for others works. Pupils are encouraged to show compassion when assessing the work of others through Afl activities, understanding how their comments can build up or destroy another's self-belief. The Art department promotes the whole school rules and adheres to the policy for behaviour.

Social – Art and Design frequently requires all pupils to work in pairs, groups or teams. Students are regularly involved in discussions of a range of artists and art work, encouraging and developing communication skills. Students work promotes discussion through extensive displays of student Art work around the school, on the school website and frequently in the local community. Students create Art work to display in the Gallery, a social environment for both staff and students.

Cultural – Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. This leads to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. Students are encouraged to

experiment with a variety of traditional and non-traditional art materials and processes. Students visit local Art galleries, such as Manchester Art Gallery and Bury Art Gallery and encouraged to make links with their own work.

CAREERS EDUCATION INFORMATION ADVICE GUIDANCE (CEIAG)

Students are taken to local galleries where opportunities to work with practising artists are pursued. Students are also involved in making and selling their own work through the Gallery and Unsworth Community Hub initiatives.