

Art

Our whole School curriculum intent believes:

At Ercall Wood Academy our students will experience a highly personalised, modern curriculum, rich in variety and diversity, yet underpinned by traditional values. The structure of our curriculum design is presented within two different documents. Firstly, our curriculum map, which outlines subjects studied at Key Stage 3 and Key Stage 4. Secondly, our five year curriculum overviews which specify the intent, implementation and impact of each individual subject.

Our curriculum is challenging and designed to provide our students with the essential core knowledge and skills that are commonly possessed by successful citizens which will enable them to positively contribute to their community. No child will be disadvantaged by our curriculum. At both KS3 and KS4 our curriculum is underpinned by our whole school values:

Empower

Respect

Aspire

- Our curriculum is designed to provide all our students with the essential knowledge and skills that are commonly possessed by successful citizens which will **empower** them to positively contribute to their community and the wider world.
- Our curriculum aims to engender equality and mutual **respect** in our students, their community, and the environment in which they are an integral part.
- We believe in the potential of all our students and have high aspirations for each individual. Through our curriculum we will instil a drive in them to **aspire** to excellence, to become the very best that they can be, preparing them for success in life.

The key priorities within our challenging and broad curriculum are:

- To provide an ambitious curriculum for all students which contains the necessary range of essential knowledge, skills and experience that prospective employers demand from their candidates.
- To create an inclusive environment based on the core values of equality and respect.
- To explore and clarify student beliefs and values and empower them to learn to think and speak for themselves by developing critical and evaluative skills which enables them to be more socially mobile.
- To ensure that our curriculum develops skills for learning, life and work by making learning relevant and helping students apply lessons to their life beyond the classroom.
- To ensure that our curriculum incorporates regular retrieval practice to strengthen memory and maximise cognitive development.

- To inspire our students to succeed through the challenge and enjoyment of learning and to respect themselves, their community and the environment in which they are an integral part.

Enrichment Opportunities

We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.

In Art we have weekly KS3 Art Club and KS4 Photography club including workshops to enhance content covered in lessons and support vulnerable and higher achieving students. Throughout the year there are enrichment opportunities from visiting practitioners through to bespoke HE and FE workshops offer our students immersive extra-curricular possibilities and insights. To build upon taught subject skills and knowledge, we run weekly Art clinics, which focus on the taught termly medium technique or genre, to reinforce concepts and retrieve subject knowledge.

“Art has the role in education of helping children become like themselves, instead of more like everyone else.” – Sydney Gurewitz Clemens.

Our intention for our curriculum:

The following will provide a summary of the programme of study for Art. Each module will have a ‘Theme/Topic’ which will be linked to the knowledge and key concepts and processes, as identified within the National Curriculum, as well as the fundamental British values and the Learning Community Trust values of **Empower, Respect, Aspire**.

The Importance of Art, Craft & Design

Before a child talks, they sing. As soon as they stand, they dance. Before they write, they draw. Art is fundamental to human expression.

We believe that through a range of diverse interactions with a huge variety of Art, Craft and Design will open the student’s eyes to the highly visual world we are surrounded by. Reading & interpreting imagery; having personal emotional reactions to Art, Craft and Design; developing creative problem-solving skills and the pure joy of making using their hands, using a wide range of materials and techniques; are all part of a child’s experience and learning through a visual and tactile means.

Creating Art at Ercall Wood Academy will enable students to realise that everything they encounter has been designed by someone, whose ideas began with a pencil and paper. Seeing the differences between Art, Craft and Design is paramount to their understanding of the subject. Art is creating for personal enjoyment & wellbeing; Craft is making using traditional making techniques and Design is created to fulfil a purpose in any form. All of these are still in high demand today resulting in the creative industry being the second largest in the UK.

Curriculum Aims

Learning in Art contributes to achievement of the curriculum aims for all young people to become:

- Students imbued with **curiosity** for understanding the visual world; by knowing and understanding the origins of Art styles and being able to interpret these independently to develop knowledge. Through this starting point they are able to be curious in their approach to their own making with justifiable reasoning.
- Students who are **generous** of spirit, are able to appreciate the importance of self-expression and are kind when participating in critique and can consider the differences within the Art world.
- Students who show **wisdom** in their life choices; by understanding the importance of Art, Craft and Design within our history and how the world and its events has shaped the creative processes for many years.
- Students who are **passionate** about their future and their place in the world; by knowing how the skills learned within Art, Craft and Design has shaped the world they live in, the resources they have and the things they see as beautiful, meaningful and practical. As a result, they develop a passion for observing, creating, recording, experiencing and developing their imagination through a range of personal responses.
- Students with the **courage** to follow their dreams and pursue a huge range of creative career opportunities.

Art embodies some of the highest forms of human creativity. A high-quality Art education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of Art, Craft and Design. As students' progress at Ercall Wood Academy, they should be able to think critically and develop a more rigorous understanding of Art. They should also know how art both reflects and shapes our history, and contribute to the culture, creativity and wealth of our nation.

Linking our curriculum intention to our local community and real-life links to content:

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area.

Art students undertake various study trips, for Arts Master Classes, gallery visits and College and University end of year shows. Our visiting practitioners also enhance Art students' visual and contextual experience. Our students' work is showcased throughout the year and through arts competitions which are open to the local primary schools.

Ercall Wood Academy students have achieved great successes taking part in numerous local and national art and photography competitions and continue to do so with the current semifinalist of the Telford Flag competition and plans to take part in the Rotary Photography and Art competitions this year.

Implementation

Art lessons are designed to equip students with the knowledge and skills they need to progress in their chosen creative field, to help with a career or just to learn something expressive.

Our lessons provide the opportunity to access great resources as well as tap into the skills of our specialist staff, who are practicing artists and who will help each student to achieve their goals in a vibrant and stimulating environment.

The Art curriculum offers excellent routes to unleash students' potential. The Art Department gives students the opportunity to practice or study a deeply rewarding subject – a subject which will take them far beyond the narrow confines of any exam specification, and that will in time become an interest in life.

Our curriculum is guided using the National Curriculum and the Arts Council of England key principles – excellence, authentic, exciting, inspiring, positive, child centered, progression, belonging.

We teach a range of themes, genres and disciplines.

All lessons start with retrieval practice. Skills and techniques are built upon prior knowledge each year to embed the learning and to extend it.

We teach WJEC GCSE Fine Art, Photography.

In both key stages there is a constant dialogue between teacher and students, through verbal, written (formative and summative) feedback/assessment enabling a clear view of progression.

Key stage 4 is a wide and varied curriculum, allowing students to pursue their own lines of investigation and self-directed study.

Our curriculum ensures that all students:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, print making, designing, creating, sculpture, photography 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, architects, photographers and designers, and understand the historical and cultural development of their art forms.

Year 7 Curriculum implementation

Elements and Principles of Art and Design		LCT Data	Prehistoric Art	Portraiture	LCT Data	Portraiture		
Aut 1	Aut 2		Spr 1	Spr 2		Sum 1	Sum 2	
<p>Elements and Principles of Art and design, Colour Theory Booklets</p> <ul style="list-style-type: none"> • Knowledge of colour theory, including temperature of colours; primary, secondary • Exploring the Elements of Art through studying the work of others • Exploring colour and how it is used. • The application of the Principles of Design • Colour, unity, Space, Rhythm, shape, balance, line, emphasis, 	<p>Elements and Principles of Art and design, Colour Theory Booklets</p> <ul style="list-style-type: none"> • Exploring the Elements of Art through studying the work of others • Texture, contrast, Tone, Movement, Form, Pattern • The application of the Principles of Design 	<p>Formal Elements Assessment:</p> <p>Painting techniques, critical and contextual understanding, Formal Elements: Colour, Line and Tone focus.</p> <p>Present a personal and meaningful response that realises intentions and demonstrate understanding of visual language.</p>	<p>History of Art Prehistoric Art</p> <ul style="list-style-type: none"> • Learning about the origins of art, pigment and mark making • Presenting research page • Creating art using prehistoric, inspired materials • Learning how to create original work influenced by the work of others. 	<p>Juan Opie, Van Gogh, Vince Low portraits</p> <ul style="list-style-type: none"> • Exploring flat painting and Impasto • Exploring composition and design • Application of formal elements and mixed media • Learning portrait drawing skills • Learning how to translate and evaluate their own and others' work. • Investigating faces from around the world. 	<p>Formal Elements Assessment:</p> <p>Printing techniques, critical and contextual understanding, correct equipment usage, Formal Elements: Pattern, Colour and Texture focus.</p> <p>Present a personal and meaningful response that realises intentions and demonstrate understanding of visual language.</p>	<p>Juan Opie, Van Gogh, Vince Low portraits</p> <ul style="list-style-type: none"> • Learning how to create original work influenced by the work of others. • Exploring composition and design • Application of formal elements and mixed media • Materials and processes – Acrylic paint • Developing portrait drawing skills • Developing colour theory and mixing skills 	<p>Mark Making - Vince Low, Collaborative drawing.</p> <ul style="list-style-type: none"> • Learning how to use scribbling drawing technique to build texture and incorporate emotions into art. • Revising how to create original work influenced by the work of others. • Investigating faces from around the world. 	<p>Formal Elements Assessment:</p> <p>Drawing techniques, critical and contextual understanding Formal Elements: Line, Tone, Shape and Composition focus.</p> <p>Present a personal and meaningful response that realises intentions and demonstrate understanding of visual language.</p>

Art History underpins the practical work. Relevant contextual artists, designers, architects, craftspeople and photographers support the projects and themes.

Year 8 Curriculum implementation

Pop Art		LCT Data	Pop Art	Elements and Principles of Art and Design	LCT Data	Elements and Principles of Art and Design	Elements and Principles of Art and Design	
Aut 1	Aut 2		Spr 1	Spr 2		Sum 1	Sum 2	
<p>Pop Art - Lichtenstein relief forms Design</p> <ul style="list-style-type: none"> • Exploring the history of Pop Art • Knowledge about the work of Pop Artists, Warhol, Lichtenstein, Yayoi Kusama and Boty • Exploring the creation of relief Art using card construction • Onomatopoeia • Learning painting techniques including layering and typography 	<p>Pop Art - Lichtenstein relief forms Design</p> <ul style="list-style-type: none"> • Exploring the creation of relief Art using card construction • Onomatopoeia • Learning painting techniques including printing, layering and typography • Revising and developing use of paint. • Learning how to use water colour paint to explore the formal Elements. • Understanding how colour can be used to 	<p>Formal Elements Assessment:</p> <p>Drawing and Painting techniques, critical and contextual understanding, Formal Elements: Colour, Tone, Line, Texture, Pattern, Composition and Shape focus.</p>	<p>Pop Art - Lichtenstein relief forms Design</p> <p>Learning painting techniques including printing, layering and typography</p> <p>Revisiting and developing use of paint</p>	<p>Elements and Principles of Art and design, Colour Theory Booklets</p> <ul style="list-style-type: none"> • Exploring the Elements of Art through studying the work of others • Texture, contrast, Tone, Movement, Form, Pattern • The application of the Principles of Design 	<p>Formal Elements Assessment:</p> <p>Drawing and Making techniques, critical and contextual understanding, Formal Elements: Form, Tone, Line, Texture, Pattern, Composition, Colour and Shape focus.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Elements and Principles of Art and design, Colour Theory Booklets</p> <ul style="list-style-type: none"> • Exploring the Elements of Art through studying the work of others • Texture, contrast, Tone, Movement, Form, Pattern • The application of the Principles of Design 	<p>Photography.</p> <ul style="list-style-type: none"> • Learning about Photographers. • Knowledge of basic camera functions. • Skills emerging with using a camera. • Recording from direct observation. • Exploring editing and digital software. • Exploring the Formal Elements composition, line, tone, shape, texture and colour through Photography. 	<p>Formal Elements Assessment:</p> <p>Creating techniques, critical and contextual understanding, Formal Elements: Texture, Pattern, Form, Shape and Composition focus.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

	<ul style="list-style-type: none"> represent emotion and feelings. 						
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Year 9 Curriculum implementation

Year 9 teaches further understanding of the WJEC GCSE Assessment Objectives, whilst ensuring clear progression of knowledge and skills taught in years 7 & 8.

Aut 1	2		3	4		5	6	
<p>Steampunk and artists research AO1</p> <ul style="list-style-type: none"> Learning about a range of historical and contemporary artists in response to a brief. Learning how to analyse artists, designers and craftspeople's work. Effectively talking about their own and others' work. Creating original work influenced by the work of others. Building upon research skills and knowledge of how to 	<p>Steampunk drawing and design AO1 AO3</p> <ul style="list-style-type: none"> Revisiting the Formal Elements. Revising drawing from direct observation Extending skills in a range of materials and techniques, including pencil, paint, collage, 3D and mixed media. Revising how to create original work influenced by the work of others'. Learning how to evaluate work and how 	<p>Developing ideas through investigations, demonstrating critical understanding of sources.</p>	<p>Steampunk Designs and construction techniques AO1, AO2 AO3</p> <ul style="list-style-type: none"> Revisiting the Formal Elements. Revising drawing from direct observation <p>Revisiting how to collect first hand research.</p> <ul style="list-style-type: none"> Construction techniques materials and processes 	<p>Steampunk construction AO2/AO3</p> <ul style="list-style-type: none"> Revisiting how to create original work influenced by the work of others. Understanding how to create original work in response to a theme. Further extending skills in a range of materials and techniques. Demonstrating decision making and an ability to review and refine work and ideas, as they progress. 	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Steampunk construction AO2/AO4</p> <ul style="list-style-type: none"> Understanding how to create work in response to a theme. Revising how to create original work influenced by the work of others. Reinforcing understanding of how to evaluate work and how the assessment objectives are used at GCSE. Increased confidence talking about their own and others' work. 	<p>Steampunk construction AO4</p> <ul style="list-style-type: none"> Understanding how to create a successful final piece. Showing understanding of how to create personal work in response to a theme. Demonstrating they can exhibit skills in a range of materials and techniques, including pencil, pastel, paint, collage, 3D, print and mixed media. Revising how to evaluate their own project and end piece against the 	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

record this information in a personal and meaningful way.	a project is assessed using WJEC objectives.					assessment objectives.
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Year 10 FINE ART Curriculum implementation

Year 10 Skills workshops, Unit 1 GCSE theme: Decay, Movement or Reflection

Year 10 FINE ART Curriculum implementation Year 10 Skills workshops, Unit 1 GCSE theme: Decay, Movement or Reflection					
Aut 1&2		Spr 1&2		Sum 1&2	
<p>Coursework Portfolio AO1,2,3,4</p> <ul style="list-style-type: none"> • Understand how to review and refine research. • Skills masterclasses • Revising evaluating and interpreting and analysing the work of others. • Revising how to create original work influenced by the work of others. • Reinforcing understanding of how to evaluate work and how the Portfolio unit is assessed using WJEC objectives. • Confidence talking about their own and others' work. 	<p>Developing ideas through investigations, demonstrating critical understanding of sources.</p>	<p>Coursework Portfolio AO1,2,3,4</p> <ul style="list-style-type: none"> • Understanding how to collect first-hand research in response to a theme. • Developing a command of painting and paint management. • Developing a commanding of drawing, with tone, detail and colour management; using a variety of mediums. • Showing mastered drawing skills from observation. • Confidence demonstrating the Formal Elements composition, line, tone, shape, texture and colour through Photography. 	<p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Coursework Portfolio AO1,2,3,4</p> <ul style="list-style-type: none"> • Further understanding how to create a successful final piece. • Showing understanding of how to create work in response to a theme. • Demonstrating they can create original work influenced by the work of others. • Demonstrating they can exhibit skills in a range of materials and techniques, including pencil, pastel, paint, collage, 3D, print and mixed media. • Refining and reviewing their work, as it develops. Discussing 	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>

- Learning how to present research and development in a sketchbook.

and annotating ideas, thoughts and feelings.

Year 11 FINE ART Curriculum implementation

Year 11 Unit 1 completion and EXTERNALLY SET TASK (EST) Unit 2

Year 11 FINE ART Curriculum implementation Year 11 Unit 1 completion and EXTERNALLY SET TASK (EST) Unit 2							
Aut 1&2		3	4		5	6	
<p>Coursework Portfolio AO4</p> <ul style="list-style-type: none"> • Understanding how to conclude final piece design ideas. • Demonstrating a material exploration with annotated outcomes and self-reflection. • Able to create a maquette and suggest any alterations needed prior to the end piece. • Understanding how to create a successful timed end piece. 	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>EST AO1</p> <ul style="list-style-type: none"> • Confidence choosing a suitable starting point from the WJEC EST paper. • Review and refine research with independence. • Evaluating, interpreting and analysing the work of others. • Create original work influenced by the work of others. • Understand how to evaluate work and how the EST unit is 	<p>EST AO3</p> <ul style="list-style-type: none"> • Collect first-hand research in response to chosen theme. • Demonstrating a command of painting and paint management. • Demonstrating a command of drawing, with tone and colour management; using a variety of mediums. • Showing mastered drawing skills from observation. • Confidence demonstrating the Formal Elements 	<p>Developing ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>EST AO2</p> <ul style="list-style-type: none"> • Creating a series of final piece ideas, in response to their chosen theme. • Demonstrating they can create original work influenced by the work of others; historical and contemporary. • Demonstrating they can exhibit skills in a range of materials and techniques, including pencil, pastel, paint, collage, 3D, print and mixed media. • Refining and reviewing their 	<p>EST AO4</p> <ul style="list-style-type: none"> • Conclude final piece design ideas. • Demonstrating a material exploration with annotated outcomes and self-reflection. • Able to create a maquette and suggest any alterations needed prior to the exam end piece. • Creating a successful timed end piece, that realises its intentions. 	<p>Record ideas, observations and insights relevant to intentions as work progresses. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

<ul style="list-style-type: none"> Confidence evaluating own outcomes and successes. 		<p>assessed using WJEC objectives.</p> <ul style="list-style-type: none"> Confidence talking about their own and others' work. 	<p>composition, line, tone, shape, texture and colour.</p>		<p>work, as it develops. Annotating ideas, thoughts and feelings.</p>	<ul style="list-style-type: none"> Confidence evaluating own outcomes and success. 	
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Year 10 Photography Curriculum implementation
Year 10 GCSE 'Me, Myself and I, Humans Vs Nature'

<p>Aut 1&2</p> <p>Coursework Portfolio AO1,2,3,4</p> <ul style="list-style-type: none"> Technical photography theory and editing Elements of photography Skills masterclasses Understand how to review and refine research Revising evaluating and interpreting and analysing the work of others. Revising how to create original work influenced by the work of others. Reinforcing understanding of how to evaluate work and how the Portfolio unit is 	<p>Developing ideas through investigations, demonstrating critical understanding of sources.</p>	<p>Spr 1&2</p> <p>Coursework Portfolio AO1,2,3,4</p> <ul style="list-style-type: none"> Skills masterclasses Understanding how to collect first-hand research in response to a theme. Developing a command of technical photography skills and techniques Developing the elements of photography using a variety of mediums. Showing mastered drawing skills from observation. Confidence demonstrating the Formal Elements composition, line, tone, shape, texture and colour through Photography 	<p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Sum 1&2</p> <p>Coursework Portfolio AO1,2,3,4</p> <ul style="list-style-type: none"> Further understanding how to create a successful final piece. Showing understanding of how to create work in response to a theme. Demonstrating they can create original work influenced by the work of others. Demonstrating they can exhibit skills in a range of materials and techniques, including pencil, pastel, paint, collage, 3D, print and mixed media. Refining and reviewing their work, as it develops. Discussing 	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>
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<p>assessed using WJEC objectives.</p> <ul style="list-style-type: none"> Confidence talking about their own and others' work. Learning how to present research and development in a digital sketchbook. 		<ul style="list-style-type: none"> Showing understanding of how to create work in response to a theme. 		<p>and annotating ideas, thoughts and feelings.</p>	
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Year 11 Photography Curriculum implementation
Year 11 Unit 1 completion and EXTERNALLY SET TASK (EST) Unit 2

Aut 1&2		Spr 1	Spr 2		Sum 1	Sum 1	
<p>Coursework Portfolio AO4</p> <ul style="list-style-type: none"> Understanding how to create design ideas. Conclude a final digital or physical final piece Demonstrating digital and physical material exploration with annotated outcomes and self-reflection. Able to create a maquette and suggest any alterations needed prior 	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>EST AO1</p> <ul style="list-style-type: none"> Confidence choosing a suitable starting point from the WJEC EST paper. Review and refine research with independence. Evaluating, interpreting and analysing the work of others. Create original work influenced by the work of others. 	<p>EST AO3</p> <ul style="list-style-type: none"> Collect first-hand research in response to chosen theme. Demonstrating a command of painting and paint management. Demonstrating a command of drawing, with tone and colour management; using a variety of mediums. Showing mastered drawing skills from observation. 	<p>Developing ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>EST AO2</p> <ul style="list-style-type: none"> Creating a series of final piece ideas, in response to their chosen theme. Demonstrating they can create original work influenced by the work of others; historical and contemporary. Demonstrating they can exhibit skills in a range of materials and techniques, including pencil, pastel, paint, collage, 3D, 	<p>EST AO4</p> <ul style="list-style-type: none"> Conclude final piece design ideas. Demonstrating a material exploration with annotated outcomes and self-reflection. Able to create a maquette and suggest any alterations needed prior to the exam end piece. Creating a successful 	<p>Record ideas, observations and insights relevant to intentions as work progresses. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

<p>to the end piece.</p> <ul style="list-style-type: none"> • Understanding how to create a successful timed end piece. • Confidence evaluating own outcomes and successes. 		<ul style="list-style-type: none"> • Understand how to evaluate work and how the EST unit is assessed using WJEC objectives. • Confidence talking about their own and others' work. 	<ul style="list-style-type: none"> • Confidence demonstrating the Formal Elements composition, line, tone, shape, texture and colour. 		<p>print and mixed media.</p> <ul style="list-style-type: none"> • Refining and reviewing their work, as it develops. Annotating ideas, thoughts and feelings. 	<p>timed end piece, that realises its intentions.</p> <ul style="list-style-type: none"> • Confidence evaluating own outcomes and success.
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Impact of our curriculum:

The Art department believes that providing feedback regularly is vital for ensuring that students improve and can demonstrate their understanding, which in turn supports the teacher in moving the learning forward. If a genre or theme has been misunderstood, then other methods of teaching are developed so that students do not fall behind, thus increasing the motivation to succeed in our subject.

The Art department measures progress, and this measuring appears throughout lessons over the five-year curriculum. The teacher will check understanding during a lesson through a variety of responses, verbal, non-verbal, written and non-written methods. The lesson will develop once understanding can be demonstrated. It is for all responsible departments to support the developments of learning in other curriculums. In Art we support PSHE, English, Mathematics, Science, DT, Music, ICT, Business, MFL, History, Geography, RE, Drama, Dance and PE. One method of assessment for English writing is to ensure students can write extended pieces of text regarding their own feelings and ideas. Connectives are encouraged, in order to facilitate this development of extended writing; around the room are key words and modelled exemplar pieces of work, to further support our students.

National Curriculum: Program of study: Art, Craft and Design.

Subject content KS3 pupils will be taught to develop their creativity and ideas and increase proficiency in their execution. They will develop a critical understanding of artists, architects, craftspeople and designers; expressing reasoned judgements. At KS3 formative assessment pieces are marked in red pen. Students carry out green pen feedforward tasks to extend their skills and outcomes. During KS4, students use pencils to carry out assessments and feedback, so this does not hinder external moderation. Any gaps in students' knowledge will be revisited or targeted during future lessons.

Progress is measured through formative assessment (continual) and summative assessment at the end of their Scheme of Learning/project. High quality modelling is used for visual exemplar of the task. Teachers check for understanding through questioning and student initial outcomes. Verbal feedback is ongoing, using Kagan assessment for learning techniques.

Satchel One is used for homework and as a tool to recap the knowledge taught during a lesson. It can be used to further knowledge and content or research in preparation for next lesson.

All lessons start with some retrieval practice. Skills and techniques are built upon prior knowledge each year to embed the learning and to extend it.

Peer assessments also feature in lessons, as students' own understanding can be defined by the amount of peer assessment they demonstrate.

GCSE coursework incorporates both formative and summative assessment and allows for peer assessment. Students work from a checklist to identify any gaps; the teacher facilitates these said gaps and ensures overall accuracy of the assessment decisions. Teachers standardise across the department and LCT. Student checklist is RAG rated, to easily identify which tasks need additional focus.

In some parts of the learning journey, students will be provided with scaffolding opportunities which include matching vocabulary, to support their extended writing and scaffolding of tasks, using grids, light boxes etc.

The impacts of our curriculum are:

- Healthy uptake for GCSE Fine Art & Art Photography
- Results are consistently above National average.
- Positive residual within school and across the Academy.
- Many students choose to attend extra-curricular opportunities and choose to engage in independent studies.
- Our students develop independent thinking skills through the promotion of self-directed study, developing transferable skills suitable for post-16 study.
- To be able to engage and appreciate the Arts through a sense of enjoyment (wellbeing).
- A career within the Arts sector.

Over 2 million jobs – 75% of them outside London – the UK's creative industries are developing new jobs faster than other sectors despite record employment in the UK economy as a whole.