

Painsley Catholic College – Art Department Curriculum statement

Intent – What we are trying to achieve?

- The Art department seeks to promote active engagement in the creative process of art, craft and design.
- We aim to encourage effective and independent learners, critical and reflective thinkers with enquiring minds.
- We aim to develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures, fostering an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries.
- As a department we continually look at ways in which students from all backgrounds and abilities are catered for. This is focused on in areas such as intervention, differentiated tasks, visits and opportunities for all groups of students, PP and SEN.
- Art is taught by highly-qualified staff who support students to acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- At KS5 students study Fine Art. Students are encouraged to self-evaluate, peer-assess and analyse the work of other artists from first-hand experience as much as possible. We incorporate a university-style learning experience including tutorials, assessed and independent work.
- The subject aims to develop mastery of skills and inspire enthusiasm and interest. The development and refining of ideas and proposals, personal outcomes or solutions with increasing independence is integral to what we are aiming to achieve in art and design.

Implementation – How do we translate our vision into practice?

- Every lesson in our schemes of learning has clear success criteria that are designed to be a guide to success. Demonstrating and scaffolding (such as modelling sentence starters, vocabulary and glossary sheets) are used to assist students in structuring their written work and becoming more adept with practical skills.
- Half-termly assessments for KS4 reflect the needs of students and GCSE expectations. KS3 have 3 assessments across the year. There is consistency in terms of topic delivery between groups, regardless of ability.
- In the Art department our success criteria from KS3 are focused on developing skills, knowledge and techniques relating to the formal elements which form the foundation of everything in art and design. These skills are developed and honed from Year 7 all the way through to Year 11.
- At KS4 we offer GCSE art, craft and design and from 2019 GCSE photography. The formal elements are further refined during these courses and students are fully aware and well-versed in the expectations of the AQA specification that they will follow in Year 11.
- Success criteria also focus on developing key terminology and specialist language. The four assessment objectives are written into student friendly language, in collaboration with the students, so they have a clear knowledge of what is expected of them in their portfolio (coursework 60%) and controlled NEA (examination 40%) work.
- At KS5 students are offered industry-standard experiences with a local firm of printmakers, visits to university degree shows and London gallery visits to help raise awareness of careers and further education options.
- Our PSHE Citizenship links and British Values in the curriculum are clear (Rights and Respecting schools audit) and evidenced in the schemes of learning.
- KS3 pupils have two hours a fortnight, KS4 four hours and KS5 ten hours. GCSE and A level students are aware of the expectations to generate work out of school hours and regularly attend weekly intervention from Y10 onwards. This has proved successful and helps to avoid the last-minute stresses and panic of leaving coursework until Y11.
- Each scheme of learning, based on the visual elements at KS3, the portfolio units at KS4 and the personal study at KS5, has a key word glossary (evidence can be seen on the individually named PPTs in the shared/Art area) and pupils complete spelling tests and applied vocabulary tasks to evidence understanding of specialist terminology. Furthermore, pupils at KS4 are expected to analyse using PEE in extended writing relating to artists, craftspeople, designers and their own experience of gallery and/or museum visits. (25% of GCSE marks)
- Our vision is further evidenced through carefully differentiated (graded) success criteria and students are challenged at the appropriate level to succeed. As creative and enthusiastic professionals we consistently aim to deliver quality teaching so students are engaged in the subject and have clear ideas about our expectations in terms of assessments.
- Staff are regularly updating their own knowledge and skills and are dedicated to using every opportunity in bringing to life in the classroom, their own passion for art and all things creative.
- Live marking, especially at KS4 and KS5 is integral to progress. Student voice reveals this to be their preferred model of feedback, especially with smaller groups.
- As our courses grow in popularity and numbers, a review of the resources required to successfully deliver each course will take place annually to ensure that each curriculum path in the department is resourced accordingly. We may need to offer Photography in alternate years.

- Homework at KS4 and 5 relates very closely to AQA's four assessment objectives. These in basic terms are;
 - 1. Artist research.
 - 2. Experimenting with media and techniques.
 - 3. Drawing, painting , photography
 - 4. Creating a personal and relevant final outcome.

Tasks are always supported with a range of either video tutorials, Powerpoint slides, links to further reading or illustrated guidance /notes in order to help students achieve their target grades.

- Homework at KS3 helps to consolidate the learning in class, prepare for new topics and reinforce literacy and numeracy skills.

Impact – What is the impact of our curriculum on the students?

- Pupil progress is tracked fortnightly in line with school policy and at KS4 and 5 we gain insight into understanding in live marking and one-to-one tutorials. Students make their own notes based on these conversations and staff refer to these when monitoring their follow-up tasks. As a department we complete GCSE moderation across all teaching groups within the 6 week assessment cycle to ensure consistency across the department.
- We have seen an increase in student uptake at GCSE Photography and in Y13 100% of students are continuing Art education at FE establishments in September. This year our Y12 numbers increased by four times from the previous year and we are working hard to continue increasing numbers for future years by identifying strong GCSE students, showing them the sixth form facilities and explaining how the A level is structured.
- As a subject we have a crucial role in developing students who can think creatively and problem solve in a variety of ways. Encouraging the development of skills to equip students with skills for future employment is a key part of art and design.
- In terms of formative assessment this is within the assessment cycle as per the school's policy.
- In terms of summative assessment at GCSE and A level students are expected to address the four assessment objectives equitably. The grade boundaries and expectations for each grade are explained and progress towards meeting these standards is monitored by live marking, written feedback and the work produced.
- We use peer and self-assessment strategies, such as highlighting key words within the graded mark scheme and identifying students' own progress by using exemplar (marked) work as a comparison and a way for students to familiarise themselves with the expected standards for each grade. All of this then shapes the schemes of learning in place and the homework set for particular groups.
- The assessment records are monitored by class teachers, the HOD and taken to Line Management if applicable. Intervention is set up as appropriate and this is under constant review based on data. Student and parent voice is also conducted frequently throughout the year and as a department we react to this accordingly and alter practice as necessary.