

Art, Craft & Design

Curriculum Intent

Art is described as the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power. At Stoke Damerel Community College, we recognise the vital role of art, craft and design in allowing curiosity, creativity and self expression to develop alongside resilience, confidence and critical thinking skills. In investigating and creating a wide range of pieces of artwork, the students explore many topics, developing their interpersonal skills as well as their cultural capital.

The skills developed within Art, Craft and Design are easily transferred to other areas of the curriculum, enhancing every subject area and bringing learning to life. Those less confident in purely academic subjects, or with language barriers, can express themselves fully in this practical subject.

In key stage 3, our curriculum introduces every member of our school community to a wide range of artists, materials and techniques. In key stage 4, students undertake a three year exploration into the vast creative world. Students specialise in year 10 and 11, focusing on their chosen materials and techniques. As the course unravels, the students work on more personal projects, developing their independent skills. This prepares them for key stage 5 studies where a personal project sees them investigate a time period in detail, exploring the link between art and history. Investigations expand across time periods and cultures, touching upon political and social issues. This in turn creates world citizens with an understanding of how art impacts and enhances societies and our surroundings. Every year there is a clear progression of skills, which builds on prior learning and the increasing mastery of the materials and techniques explored.

The impact of our curriculum is that it allows the student to express themselves with extra confidence. They discover the joy of taking risks, exploring new materials and techniques, investigating and being inspired by new artists. They also develop the empowerment of evaluation and reflection for improvement. Discovering that making mistakes can lead to discovering new ideas.

Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

Implementation of Curriculum	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Low stakes quizzes at the start of every lesson focus on the knowledge students require before being able to apply the knowledge to more complex questions	X	X	X	X	X	X	X

Students in all lessons are exposed to high quality modelling from teachers ensuring that they are exposed with the necessary procedures, use of language and metacognitive processes that will be required from them in their independent work	X	X	X	X	X	X	X
Students are given opportunities to develop their behaviour for learning habits through the integration of the Stoke Damerel 6 principles in lessons	X	X	X	X	X	X	X
All lessons are planned and executed using the 6 principles of teaching	X	X	X	X	X	X	X
All students in year 8-13 are supported to work independently through the use of google classrooms to be able to communicate with teachers and find bespoke resources			X	X	X	X	X
Students at KS5 are encouraged and supported to continue with further educational studies in the Arts.						X	X
Students are given timely and regular feedback on their knowledge recall, comparative, insightful, literal and conceptual analyses . Teaching is reactive and DIRT activities and weeks are planned to allow students to improve as well as correct.	X	X	X	X	X	X	X
Students are made aware of knowledge that must be learned and are given strategies and resources in which to learn key vocabulary, definitions and contextual information relating to texts through the use of knowledge organisers	X	X	X	X	X	X	X
Students are given regular opportunities to write at length. Students are given regular opportunities to re-draft extended pieces of work following feedback.	X	X	X	X	X	X	X
Students are taught both academic and practical aspects of the subject to develop a full understanding of the subject.	X	X	X	X	X	X	X

Impact

- All students are supported in working towards their attainment targets
- All students are supported to have confidence and high levels of literacy
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning on every level (both academic and pastoral)
- Leaders set and meet targets which are realistic and evidence repeated marginal gains