

## **Nether Stowe Art and Design Curriculum Intent, Implementation and Impact**

### **Intent:**

At Nether Stowe we aim to create the very best artists, designers and photographers. We challenge students to think, act and speak like those working within the art and design world. We do this by teaching students to become visually literate through our diverse and challenging curriculum.

As a department we do this by giving students experience of all the areas of art and design including photography. Students are given the opportunity to engage with a wide range of historical art and design from a range of cultural contexts. These enable students to be purposeful in their explorations and making which in turn allows to foster artistic and design awareness through knowledge and understanding of skills. As part of our key stage 4 model; BTEC Level 2 and 3 qualifications we provide learning contexts that promote the understanding of the creative design industries and their role in the outside world through the development of these vocational courses.

Art and Photography gives us a rich picture of the world, from which we are then able to make moral and cultural judgements. This supports us in becoming articulate, confident and opinionated with everything we see in an artistic and visual world. Art and Design is so important because it enables passionate students to have a brave approach when developing skills with media and their techniques, using the physical act of art as a tool for looking, experiencing and learning. Being able to understand and applying the formal elements of art across all disciplines: line, shape, form, tone, texture, pattern, colour and composition are vital in underpinning creative work. A commitment to nurture; resilient, ambitious and curious people who will embed creativity in their own futures, careers and everyday life.

Our curriculum at Nether Stowe goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. As a department we offer students the opportunity to develop their portfolios in both art and design and in photography. This is achieved by after school support sessions which allows students to develop their knowledge and understanding skills within the creative subjects. As part of our enrichment activities we have taken students to the Tate Britain and Modern in London. Post sixteen students were given the opportunity to visit the Tate gallery in Liverpool which in turn enabled students to have a deeper appreciation for art and further embed their knowledge and understanding of art and design. We have run print workshops which have been linked to the RE department which took into account visiting Lichfield Cathedral as a major source of inspiration. This has given the students the opportunity to record visually through drawing and digital media and allow them to create a stronger and more deeper understanding of the concepts within art and design as whole as well as making other curriculum links.

Our curriculum in Art, Design and Photography forms a backbone to our ethos statement. Examples of how our curriculum supports the ethos statement are by providing an enriched experience in which students work with the broadest range of materials and contexts. Working with different materials, processes, tools and technologies sparks pupils' curiosity, provides intrinsic motivation, pride in their work and their developing skills. Engaging with different design contexts and materials creates highly engaged and motivated learners as they become able to explore the wider world and their place within it. Providing stretch and challenge encourages students to strive for their best, developing increased confidence with each creative obstacle they overcome. We aim to provide an environment in which students are happy to take risks, ask themselves questions about their creative journey and respond positively to both staff and their peers.

As part of our curriculum every student develops and builds on their learning journey. Every step along the journey enables development and incorporates a deeper understanding of prior learning. Student progress is documented through sketchbooks and journals (photography) along with checklists for key concepts and ideas. We encourage conversation and discussion about pupils' own work and about the work of artists and designers and how this impacts upon their own work. This embeds and extends our students' knowledge of artistic concepts and principles along with the appropriate language for discussing

works of art. When teaching design principles students are expected to think, respond and create as artists and photographers would.

As part of integrating the cultural aspect of the subject we provide students the opportunity with a means to engage with and understand the world around them and their relationship with it. Embedded in our curriculum is the exploration of the work of other artists and designers from a vast spectrum of backgrounds, genders, ethnicities and beliefs. In particular we look at Aboriginal, Egyptian and African art as well as the more popular western traditional art pieces. Cultural awareness is developed through creating, investigating, making and doing. This journey gives our students a voice with which to express their thoughts, feelings about and responses to the world around them.

Further rationale behind our curriculum design includes building opportunities for students to experiment with 2D, 3D, printed, Photographic and digital processes. Students should have sufficient time and opportunity to develop their proficiency and confidence with these materials over the course of their studies. At the heart of our curriculum design is increasing levels of challenge, risk taking and unpredictable outcomes that require a deep level of understanding and the ability to think creatively to overcome obstacles.

### **Implementation:**

Collaborative curriculum planning lies at the heart of what we do in the art department. We are committed to developing our keystage 3 SoW in line with the ATLP partnership. At the moment we are delivering our SoW which already takes on board the national curriculum requirements for the subject. Also in 2019/2020 we are delivering Edexcel BTEC and AQA GCSE SoW which is in line with the exam board's recommendations. These are focussed on embedding challenge, metacognition, memory techniques and literacy into our departmental curriculum which is in line with the school policy at Nether Stowe. As part of the development and implementation of SoW we work, we are developing knowledge organisers at key stage 3 and at key stage 4. This is enabling us to define the core knowledge our students need to master and help with distance learning and with their units of work.

In Art, Design & Photography we also implement our curriculum through teaching methods that promote and understanding of not simply what, but why we are learning and how this learning might impact and enhance their overall learning experience at Nether Stowe. We provide contexts that are relevant and take in to account the particular interests of learners to enhance their experience of the subject and deepen their understanding and ability to apply key concepts and ideas to a multitude of every-day situations.

### **Impact:**

By the end of Key Stage 3 students will be able to show a range of skills using various media, demonstrating technical skills including drawing painting, printing, mixed media and 3D exploration. They will be able to understand the colour wheel and the formal elements within Art demonstrating an understanding of line, shape, tone, etc. They will be able to talk about and describe the work of historical and contemporary artists. Students will be able to make informed choice about the media, techniques and processes of their own work, showing an independent and reflective journey. To leave Key Stage 3 with a deeper understanding of the relationship between Art and Culture. As students move through the course they will become familiar with a range of artists and genres important and relevant in today's society.

By the end of Key Stage 4 students will demonstrate a deeper understanding of the work of others and their own artworks and the work of photographers. Students will be able to independently plan, prepare, present and evaluate a greater range of media and their techniques. They will be able to understand a brief as a creative process, presenting work in front of their peers.

By the end of Key stage 5 pupils will become deeper thinkers empowered by their own and others work. They will have a reflective understanding of moral, cultural and social issues. Confidence will be built by speaking and presenting their work to others; thus developing self-esteem and a passion for the subject. Students will pursue best practise by realising their strongest artistic outcomes; ultimately setting them up for higher education and a prospective career in the arts.