



Intent

Art & Design

Intent

To enable students to plan/design and build their interest in the visual arts, encompassing different techniques and forms

To promote an interest in artists and visual arts including different cultures, styles and media.

Art & Design

Art and design is a rich and varied field. Alongside art and design the subject embraces craft.

Very generally, art might include painting, printmaking, photography, film and sculpture; craft can include ceramics, jewellery, stitched, printed, woven and constructed textiles, metalwork, furniture making and bookbinding; while design incorporates graphics, fashion design and illustration.

Above all, art and design inspires personal expression, creative and practical responses. It promotes imaginative risktaking, providing solutions to questions and issues.

A world-class art and design education will engage, inspire and challenge children and young people, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Children and young people will be empowered to think creatively and critically. They should investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and



Intent



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Art & Design

National Curriculum KS2

Aims

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



Intent

Art and Design

National Curriculum Key Stage 3

Aims

- **produce creative work exploring their ideas and recording their experiences**
- **become proficient in drawing, painting, sculpture and other art, craft and design**
- **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 form**



Intent

Art and Design GCSE/A LEVEL

Why is art and design important?

Art and Design is a key subject that can often be undervalued as a curriculum area in today's society, despite playing a key role in the UK's economy and contributing positively to the nation's well-being.

Art and Design is an integral part of all cultures and can provide opportunities to learn about global issues and historical events that changed the world, resulting in different art and craft styles and traditions.

Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness and is an expressive outlet for creativity.

Visual Arts teaches learners about colour, materials, media layout, structure, perspective and balance.

Creative arts often gives students a platform for success when they may be struggling in academic subjects. It is important that as a school we promote "Success for all" as well as "Excellence and enjoyment" within the subject.

It is our aim to promote the possibility of young people using their artistic skills to engage in a career within the creative arts.



Intent

Art and Design GCSE/A LEVEL

Art GCSE/ A Level

Photography gcse

[Pearson Edexcel GCSE Art and Design \(2016\)](#)

Photography A Level [OCR A Level in Art and Design \(H600-H606\) Specification](#)

Graphic communication

[OCR GCSE \(9-1\) Art and Design J170-J176 specification - Version 1.4 \(January 2020\)](#)



Numeracy and Literacy

Art and design vocabulary is a main feature of all lessons. Words are displayed in the art room and used as part of the daily vernacular of the Art space.

Written and spoken evaluative work reinforces art and design vocabulary. Gallery sessions and workshop learning styles are encouraged.

Measuring, shapes, reflective symmetry, repeated patterns and fractions are used in many lessons.



KS3

Sample SOW

https://docs.google.com/document/d/133XLx4j_5DMbyxc86vr47mQjJvrQQKJj/edit

Outline Pupils will begin by exploring patterns, colours, shapes and how they change. They will gain an understanding of how change and transformation can be shown in an art form.

Pupils will then design and make their own images to show metamorphosis. They will work through a variety of processes and use a variety of materials. The range of visual resources will include natural forms and seasonal change, life cycles of butterflies/frogs, animals, birds, line, pattern, shape, colour.

Intent



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Art and Design GCSE

<https://docs.google.com/presentation/d/1JAUwRhTa1NOBNXOajVenI6own-brZNcM/edit#slide=id.p3>

Example of Graphic Design GCSE SOW



Intent

Art and Design A Level

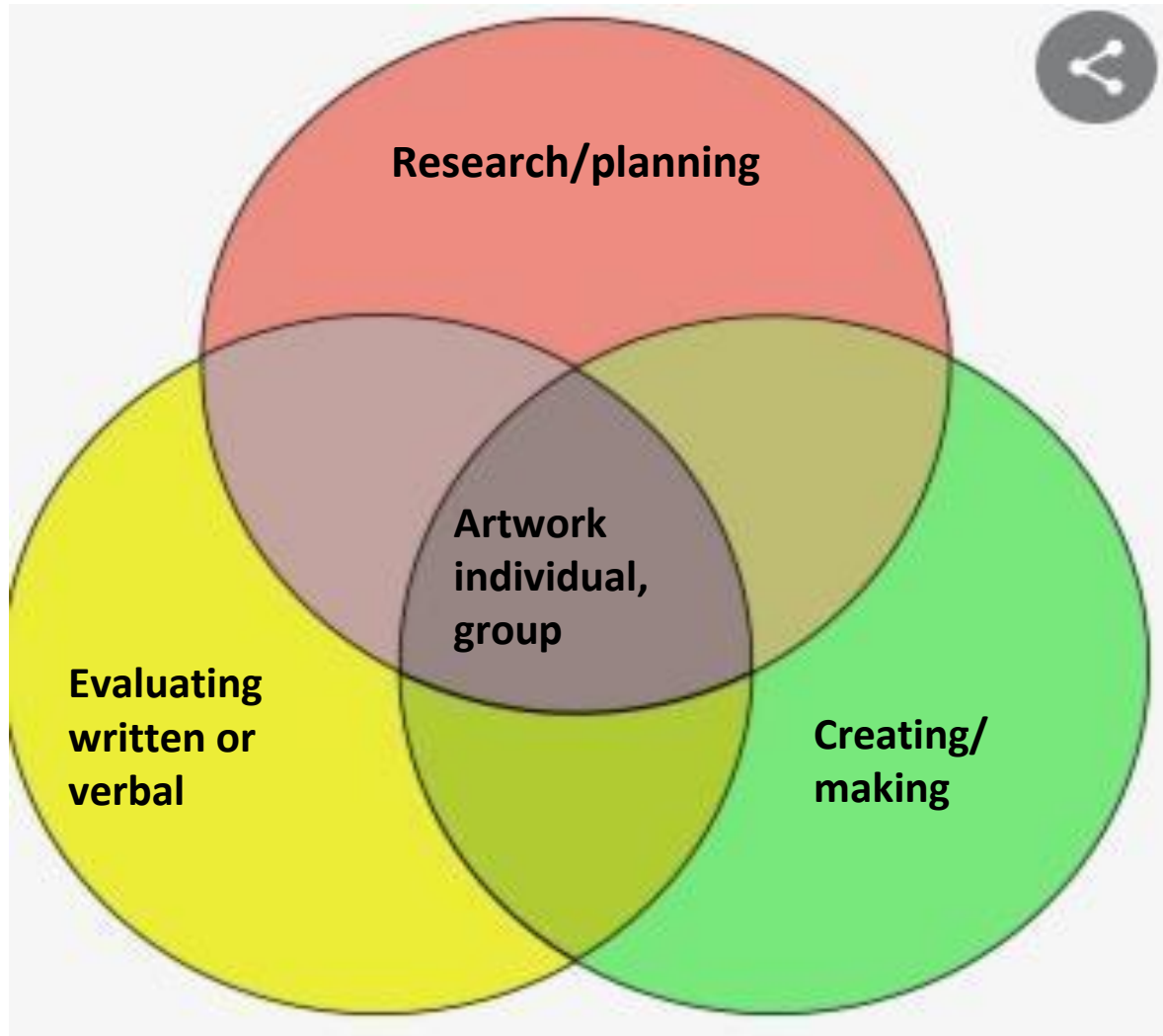
https://docs.google.com/presentation/d/1y8HKx-kPDoQNqTQdjyqN0HC9_WtrX6F0yJ_Fa4g9SSs/edit#slide=id.p

Example of A level - lesson planning



Implementation

Art and Design



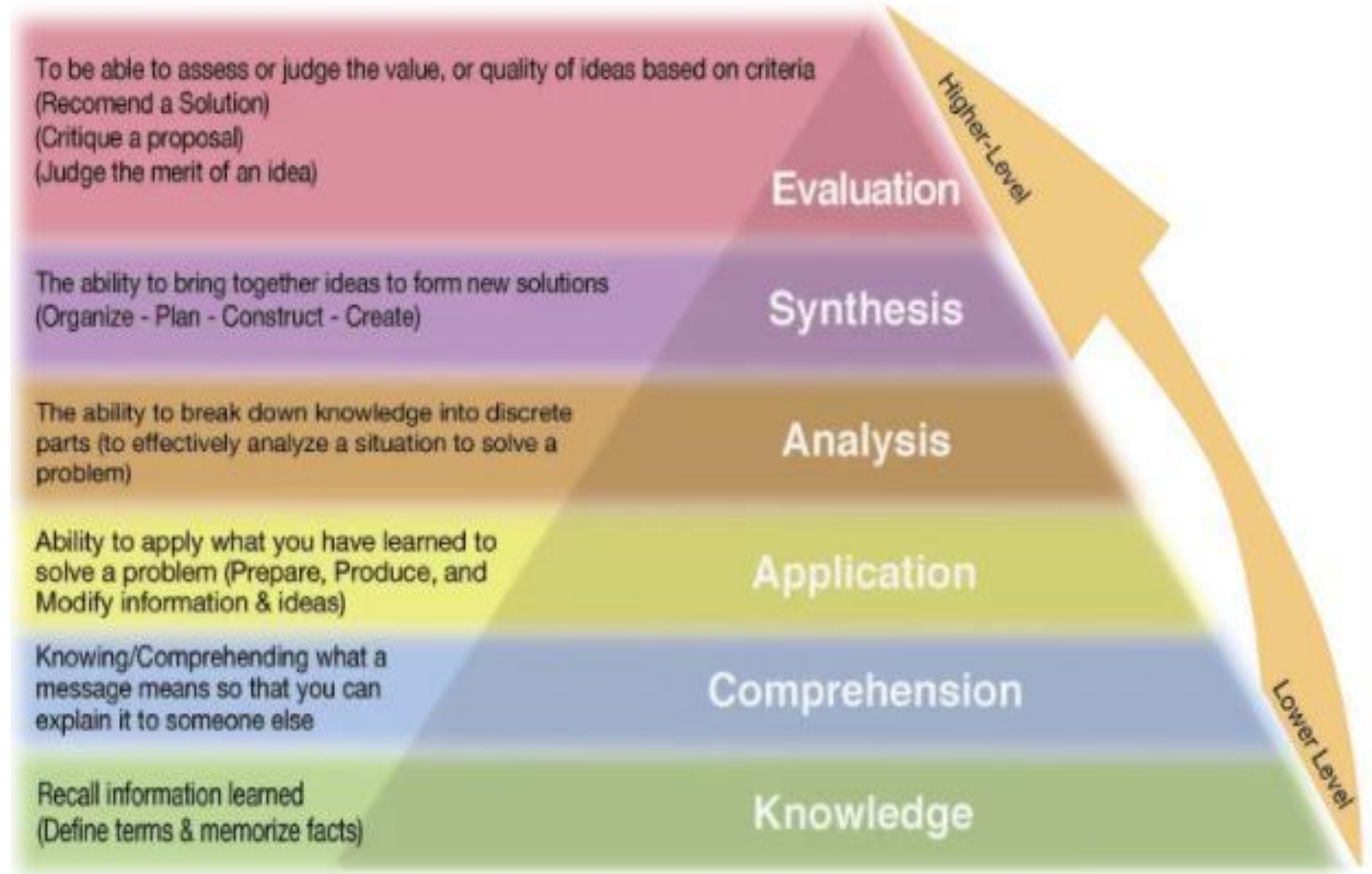
At County upper we aim to foster an awareness of different types of art and design, including Graphics and photography to enable pupils to have the basic skills to pursue an active lifelong involvement in visual arts and to be able to enjoy being creative.

We build basic artistic awareness and vocabulary through researching and analysing art and design. We develop drawing and design skills, using a wide range of different types of techniques and medias. We progressively build skills and understanding to enable pupils to express themselves competently, to the best of their abilities, through art and design.



Implementation

Bloom's Taxonomy 6 levels of learning





Implementation

How we teach

- Each lesson will include some listening, live demonstration, use practical materials or media.
- Each lesson must include pupils creating art and design in some form
- Teachers will encourage creativity and development of skills, with high expectations of the outcomes and control and experimentation using materials
- Art and design vocabulary will be insisted on, and will be displayed, referring to the creative elements of the work
- Pupils' opinions about art and design will be valued and identified as being separate from artistic analysis
- Teachers will inspire students with passion and enthusiasm
- Teachers will know common misconceptions, those children who struggled and those children who exceeded in lessons and plan and support accordingly. so that the needs of all children are met.



Implementation

Structure of Implementation

- Teachers follow the same specification but plan individual lessons and SOW based on their own passion and expertise.
- All students work on the same basic skills and should expect to receive a similar structure of lessons, based on similar themes.
- KS3 are taught all Art and Design skills on a rotating basis
- KS4 focus on developing the individual students choices, styles, strengths and creativity
- KS5 is a developmental process of stretching and challenging individual artists allowing them the flexibility to experiment and push boundaries.



Reading

We are developing reading in Art lessons. Student use technology to research about artists lives and works. Teaching support with leading questions to guide the research.

We also support evaluation writing with differentiated questions to guide the student clearly to what is expected to be written.

Vocabulary

Art vocabulary is key to pupils' understanding of the arts. Vocabulary is presented within the powerpoints and shared with students in lessons. Vocabulary is clearly displayed in the Art room. Subject specific vocabulary is given to students when they are writing their evaluation at the end of the project.

Oracy

When students are answering questions during the lesson or students are gallerying work altogether art vocabulary is encouraged to be used at all times.

Writing

Writing is primarily used to annotate design plans, research artists lives and works, and evaluate their own work at the end of a project. Differentiated support is given where needed and a bank of vocabulary is available to be used if needed.



How are lessons tailored for different learners, including pupils with SEND?

We recognise that not all pupils learn in the same way. Art and Design is a subject in which some children, who struggle in other curriculum areas, can achieve some element of success. Working in a group can contribute to this success. We always make sure that skills and techniques are clearly demonstrated as well as explaining the methods. A clear and understandable learning objective should be displayed during the lesson. Students are always encouraged to ask questions to clarify understanding, before they begin the task.

Many of the tasks carried out in Art and Design will be differentiated by outcome, others are differentiated by the different role a pupil takes within a group.

Sometimes art can have unexpected outcomes that can be very successful. A positive attitude is fostered within the classroom, allowing students to take risks and explore materials and medias.

When evaluations need to be written, differentiated literacy aids are given and support is offered where needed. Sometimes verbal evaluation may be more appropriate or an adult can scribe for the student.

Visual support e.g like coloured overlays are given where needed.

Teachers are encouraged to communicate with the SEND department and ask for advice if needed.

We use the SEND register in order to ensure materials are adapted and provided



Opportunities for more able pupils

As skills develop Students are encouraged to attend art clubs and join the Arts Award programme in school as well as extending their skills in the classroom. When group work is undertaken these students may take a leading role in guiding and supporting their peers. They may use the materials provided to experiment to extend their artwork.

Trips and cultural activities are provided. Whole school competitions and activities are offered.



Impact

How do you monitor progress and achievement?

At the end of each art unit pupils are assessed against criteria, showing whether each pupil is Below Track, On Track or Above Track.

This information is used in reporting and reflects the children's progress and achievement across the unit. This enables us to look at the children's achievement and plan to meet any gaps in understanding in future units of work, as well as identify pupils who are working particularly well and need stretching, or those who continue to need support.

We can then work out strategies for support.

Mock assessments and exams are offered and feedback is given



Impact

What do you consider to be the strengths of *Art and Design* within the school?

Over the years art and design has built up a good reputation. The teaching of art and design is exceptional and teachers are also working artists.

It sets high standards and scaffolds the learning in a clear and sequenced manner, building up from the work pupils do in primary schools, preparing them well for art and design at upper school. We promote the idea that art and design can be inclusive to all and can lead to a fulfilling career.

How do you know?

Termly book scrutiny

Moderation each unit

Half-termly learning walks/observations

Specialist teachers

Pupil perception interviews

Work exhibited in and out of school



Impact

