



Curriculum Intent

Art, Photography, and Textiles
Miss M. Jeanneret

Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

The Art department aims to make art accessible to all students and to cultivate a sense of enjoyment and cultural awareness through the study of carefully planned and structured projects. Our aim is to foster the development of every student whilst encouraging and nurturing their desire to produce work of high calibre and develop understanding whilst applying new techniques and processes. Our goal is to enable students to think divergently and to employ visual language to explore a range of issues, ideas and ideologies.

We strive to nurture creativity, emphasising the importance of sharing ideas and good practice. We encourage self-expression, independence and reflective thinking enabling our students to flourish as well-rounded resilient practitioners.

Curriculum Intent		
<p>Key Stage 3</p> <p>It is our intention to provide all students with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding. We build on prior knowledge of skills, materials and processes and increase proficiency in the handling of different materials. We improve and reinforce knowledge from key stage 2, and prepare students for Key stage 4, through a range of sequenced lessons, covering the fundamental elements of Art and Design.</p> <p>In Years 7 and 8, students' work is characterised by the need to understand the reality surrounding them. These are fundamental years, when students receive a strong grounding in the basic skills of drawing, painting, printing, 3D work, mixed media and design. Year 8 and 9 students are encouraged to discover that Art can convey personal and significant meaning. They are led more thoroughly through the creative process in order to finally realise their intentions via an exciting and varied skills-based programme. The study of artists' work is incorporated into all projects and students are taught to articulate fluently in their responses and analyses.</p>	<p>Key Stage 4</p> <p>Our Key stage 4 curriculum places an emphasis on the combination of knowledge, skills and understanding through progressive levels of independence and decision making.</p> <p>It is our intention to provide all students with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding. We seek to build on and reinforce knowledge gained in previous Art and Design studies from KS2 and KS3 and increase proficiency and understanding of new techniques and processes. This is done through a range of sequenced lessons, covering the fundamental elements of Art and Design, with sufficient spacing to allow for retrieval.</p> <p>By the end of Key Stage 4, students will be able to develop their capability, creativity and knowledge in Art, Photography, Graphics or Textiles, hopefully going onto study further at A-Level.</p>	<p>Key Stage 5</p> <p>Through the Art and Design A-Level course, students are encouraged to experiment and fine tune their skills, individuality, and original creative expression. Students study contemporary and historical Art, Craft and Design practices. Students learn how to undertake complex and ambitious creative tasks and they are assessed on the same four assessment objectives as in the GCSE course, but in a much more in-depth way. This enables students to re-visit, apply and extend their prior knowledge of the art and design processes to create well-developed, personal outcomes.</p> <p>Our A-Level courses provide the opportunity to develop drawing, painting, sculptural, mixed media, photography, and design skills. Students research areas of Art and Design that interest them and are expected to develop their own ideas into high quality finished work. They are encouraged to explore potential pathways into the creative industries and are supported in the preparation of portfolios and the interview process.</p>
Curriculum Specification		
<p><u>Key Stage 3 National Curriculum</u></p>	<p>Academic GSCE:</p> <p><u>AQA Fine Art</u></p> <p><u>AQA Graphic Communications</u></p> <p><u>AQA Textile Design</u></p> <p><u>AQA Photography</u></p>	<p>Academic A Levels:</p> <p><u>AQA Fine Art</u></p> <p><u>AQA Graphic Communications</u></p> <p><u>AQA Textile Design</u></p> <p><u>AQA Photography</u></p>

Wider Curriculum Contribution	
Our approach to supporting learning	Our approach and opportunities to stretch and challenge students
<ul style="list-style-type: none"> ✓ All lessons will be adapted appropriately to suit the individual learner's needs by offering individual support, differentiated tasks and supportive worksheets to provide additional scaffolding for learning. Teachers will also tailor practical Art activities to be accessible to all students. ✓ LSA and LSPs will be directed appropriately by the members of staff. ✓ Staff liaise with parents/carers and pastoral team to overcome any barriers to learning. 	<ul style="list-style-type: none"> ✓ Extra challenges and learning opportunities are available throughout each area of study. Examples of this include additional tasks, wider reading activities and activity worksheets. ✓ Weekly Arts club to provide students with extended learning opportunities.
Our contribution to Careers Education, Information and Guidance	Our contribution to Literacy and Reading Development
<ul style="list-style-type: none"> ✓ Students know about different roles and pathways, discussing their own aspirations. ✓ Students identify choices available to them at the end of Key Stage 3, Key stage 4 and Key stage 5 and access support, advice and information from staff. ✓ We support in matching careers to personal interests, attributes and skills. 	<ul style="list-style-type: none"> ✓ Regular disciplinary reading activities are completed in lessons. ✓ Students read about artists, designers and craftspeople. ✓ They study different historical periods and movements and learn key words relating to them. ✓ Correct use of spelling and grammar is reinforced. ✓ Keywords are used to promote subject specific vocabulary. ✓ Students describe artworks and articulate their opinions and thoughts.
Our contribution to Environment and Sustainability	Our contribution to Safeguarding and Prevent
<ul style="list-style-type: none"> ✓ Learning about sustainable Art and upcycling. ✓ Researching artists who create environmentally friendly Artworks. (E.g. Andy Goldsworthy) 	<ul style="list-style-type: none"> ✓ Students are shown how to work safely with materials and equipment. ✓ Risk assessments are done for processes which require a higher level of safety. E.g. Batik. ✓ All staff are trained and understand the Academy's policies. ✓ Any concerns reported to a DSL. ✓ We promote a safe and supportive learning environment.
Our contribution to Social, Moral, Spiritual and Cultural development	Our contribution to Character Education (Citizenship)
<ul style="list-style-type: none"> ✓ Students learn about different cultures, religions and beliefs. ✓ African Masks, aboriginal art and native American art are areas of study in the key stage 3 curriculum. ✓ Students understand and respond to traditions from around the world exploring religious festivals, cultural costumes and varying traditions. ✓ Students constructively critique others work and display their work in showcases. ✓ Group analysis activities enable students to develop social skills such as team work. 	<ul style="list-style-type: none"> ✓ We encourage students to be reflective about their own beliefs and perspectives on life. ✓ Students understand and show respect for other people's different faiths, feelings and values. ✓ We create resilient and creative learners who are willing to take risks. ✓ Students will do groupwork and develop problem solving skills. ✓ There are opportunities are provided throughout Key Stage 3 Showcases for students to demonstrate their learning which is celebrated.
Our Contribution to Digital Literacy Development	Our contribution to Numeracy Development
<ul style="list-style-type: none"> ✓ Students are supported with their ICT skills and understanding. This includes learning how to use photoshop, photopea and the NIK collection. We also support students using Microsoft office applications when undertaking artist research. ✓ Students study digital artists and look at using applications to interpret this in their own way. ✓ Students use ICT equipment to print, project, and scan work. 	<ul style="list-style-type: none"> ✓ Students learn about scale and proportion ✓ Students investigate geometric shapes and symmetry. ✓ Students use their knowledge of symmetry to develop patterns ✓ Students use measuring equipment