

### **Subject Curriculum Intent**

- That students develop awareness and sensitivity of individuals and world cultures through the study of various sources
- That students are able to explore a range of techniques, materials, media and processes when making their work
- That students enjoy the act of making in creating their own responses

### **School Curriculum Intent**

- Young people leave Vandyke as confident and socially responsible world ready citizens with the skills, knowledge and courage to thrive.

### **Subject Curriculum Implementation**

- GCSE art textiles will launch in September 2022 with an extra-curricular club providing an introduction to it
- Art staff meet to review schemes in terms of students skills, sequencing of schemes, and to share practice
- The art curriculum meets National Curriculum expectations through recording of observations in sketchbooks, using a range of techniques and learning about styles and movements.
- Understanding is checked throughout the lesson with one to one feedback and demonstrations, which also work on a class level
- The structure of schemes allows students to refer to previous tasks and methods of making as the course develops, using sketchbooks as a form of 'revision' later on when developing sustained projects and personal investigations.
- We have had visits to museums, collections and gardens. We have had had visits and talks from designers and individuals from creative industries. As covid restrictions ease, we hope to take students on visits once again. Particularly in photography, homework tasks involve students applying skills and techniques learnt in the classroom to environments outside of school.

### **Subject Curriculum Impact**

- Impact is measured through quality and quantity of outcomes. Following on from verbal feedback, written feedback is given once a collection of work comes together or sustained pieces are completed. This informs progress reports and interventions. Homework is set within the context of individual projects so that the work is unique and relevant to the student. Informal learning walks are frequent owing to the open plan nature of the department and this allows teachers to share practice. Students are given frequent opportunities to personalise their work. Schemes are reviewed each year and adapted.
- Being able to personalise projects is a way to being to engage different groups of students. Typically, girls focus on sketchbooks and presentation. Boys will take greater risks. Artists are more creative, photographers are more sequential and technical. PP students are supported with personal materials and equipment so that they are always able to engage.
- Students are confident when progressing through the courses. Feedback from further education providers is positive and alludes to the breadth of study and how students are prepared for college and university.

### **Cultural Capital and Careers input**

- Schemes take many opportunities for students to recognise and value their own experiences and to be aspirational and ambitious in seeking more.
- Schemes refer to different disciplines such as fashion, photography and gaming so that students know about relevance of creative industries

### **Cross-curricular links**

- The most common overlaps are with history (for general context and photography schemes refer to the cinema of the Weimar period or post-war Europe) and media (for film).
- Subject specific vocabulary is decoded through understanding etymology and linking to other areas when possible.