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| **Art Curriculum Statement 2024/25** |
| **Curriculum Intent Statement**  We have created a curriculum from Year 7 to 13 that will inspire pupils to be curious, with a fascination for how and why, to interpret the written and spoken word into the world of imagery and to understand the three principle of Art in Education – Observation, Recollection, and Imagination. Developing the understanding that their imagination is a wonderful, unique tool that gives vision to their thoughts, and also that the power of observation is the perfect tool for investigation, be that forensic or informal.  In Art we aim to develop pupils’ understanding of the world of creativity. The curriculum has literacy and numeracy skills as the bedrock of learning and we encourage and develop these fundamental skills throughout.  In each Key Stage, we study a variety of artists and cultures; we investigate topical issues and relate our investigations to suit. Our topics vary and include investigations of both contemporary and traditional creative genres. We instill a sense of responsibility with regards to global issues (projects on endangerment of animals/global warming/public health issues) and more local issues (poverty/homelessness/urbanisation/knife crime/drug missuse). We believe our children must empower themselves with knowledge through formal education and not swayed by naivety and prejudice. Our curriculum has been chosen to ensure pupils are knowledgeable about the scale and depth of employment possibilities within the creative industries – especially with the global phenomenon of New Media Technologies including social media and gaming.  As pupils progress through Cowley, their skills-set increases, as does their recognition of creative work by other individuals, movements and cultures; most importantly is how they interconnect with art and given topics and how the influence throughout art history is relatively unbroken. |
| **Curriculum Implementation Statement**  All pupils are taught the same curriculum, though it is differentiated. Initial Key Stage 3 projects are skill learning/fact based projects – each encompassing a diluted version of the four assessment objectives found in KS4 and 5; all key stage 3 projects are designed to prepare pupils for GCSE. At GCSE and A level we follow the AQA specification. These skills are revisited in contextual situations, with references made directly to artists/craftspeople and designers who produce work using those techniques and processes.  Homework is set once per half term for Key Stage 3 pupils, and once a week for all GCSE and A Level pupils. A range of activities are set to support classwork, help pupils make progress and encourage independent study; GCSE and A Level students are provided with a comprehensive list of homework to choose from; the continuation of independent portfolio work is imperative as this develops the individual style for each student. |
| **Curriculum Beyond the Classroom**  Gallery visits are an integral part of the Art education, particularly for our KS4 & 5 student; we aim to provide at least one gallery visit per year, with a residential educational visit organised for KS5 each year – emphasis for this is further educational opportunities, creative industries and how to be employed within the Arts.  We pride ourselves on having very strong cross-curricula links with other subjects around the school, as well as forging very strong links within our community and the primary schools within our borough. |
| **Subject Expertise**  Staff have liaised with feeder schools to create an awareness of how students can understand the fundamental differences between observation/recall/and imagination, with excellent feedback.  The Art department comprises three specialist teachers each with their own expertise and interests; Fine Art, Graphic Art, and Textile Art, and all are passionate about Art and keep up to date with current events, trends, and courses within the visual arts.  We have had our pupils invited to artist workshops from Grayson Perry to Sarah Graham with more being penciled in for the coming year. |
| **Destinations**  **KS3:** KS3 takes a full three years - by this time we have sufficient knowledge of a student’s ability and acknowledge their interests, strengths, and weaknesses.  Year 7s - Most students arrive with little/no prior knowledge of the formal elements of art. And although some of the terminology may be familiar, composition, shape, texture, form etc. – during the first term, we address the many gaps and impart a wealth of knowledge.  During Year 8, students develop an understanding of the different disciplines within art and work towards their identification; projects are based on connections between disciplines and employment opportunities.  Year 9 students’ work looks at themes which are contemporary, and somewhat challenging. We work in a GCSE style with the same assessment objectives which provide a smooth transition from KS3 to KS4, and KS5  **KS4:** The transition between KS4 and 5 requires the understanding of the disciplines and the enthusiasm to master. This course has sound links to St Helens College and the Art & Design Foundation Course – provisions are made for any student wanting to further their training/career. University Courses are discussed and linked to individuals and their personal choice of discipline. An educational visit to a university is organised yearly, as is a ‘taster day’ with the Architect, J. Diaper in Brighton, East Sussex. Students are enthusiastically encouraged to pursue an art course which they have express a true interest in, one which inevitably offers them a suitable work/life balance. |