Visual Arts Department

Department Curriculum Intent
Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution of drawings and art work. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting drawing, or photography. to increase their proficiency in the handling of different materials, to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 1. **Critical Thinking**: Students are able to explore ideas, understand the context and meaning behind visual artwork, using inspiration from artists designers and craftspeople to produce their own creative work. 2. **Active Learning:** Students are involved at every stage of their learning and fully participate in lessons 3. **Meaningful Content:** Students learn what is necessary and appropriate for their age/stage in order to ensure they progress successfully into their next stage. 4. **Appropriate Challenge:** Students make progress from their starting points, completing work which suitably builds on their knowledge, skills and understanding. 5. **Healthy Struggle:** Students are taken out of their comfort zone in order to make excellent progress from their starting points. This is appropriately scaffolded and supported when necessary 6. **Think Harder:** Students are challenged to learn and reason beyond the minimum expectations, or think about things differently, to ensure that they move away from comfort zones in learning. 7. **Achieve More Independently:** Students demonstrate their learning through Assessment and independent Deliberate Practice which is appropriate for the curriculum delivered and allows the teacher to identify and address misconceptions quickly.

Subject Intent		
Key Stage 3 Pupils are introduced to formal elements of art and gain experience experimenting with materials, techniques and processes to form a basis of core knowledge of formal elements of art (line, tone, value/shading, colour , structure and composition). We teach these elements through the theme culture, environment and urban,	**Key Stage 4** Art and photography at KS4 may be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function.	**Key Stage 5** Key Stage 5 is where pupils can experiment widely and develop a more professional portfolio of work, providing opportunities to develop visual art skills more fluently and to explore more thoroughly the creative process through a range of units on the BTEC course.

improving pupil's cultural capital through teaching wider world beliefs.	Work could be the outcome of personal experiences, thoughts and feelings, or simply to observe and record people, places and things in new and unique ways. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions.	Pupils have more opportunity to be more self directed, within their projects and create work that personally responds to the briefs. Pupils are equipped with the tools and techniques necessary to study visual arts courses at a university level, and many students have gone on to study at different Universities around the country.
Curriculum Specification		
Key Stage 3 National Curriculum National Curriculum - Art and design key stage 3 (publishing.service.gov.uk)	**Academic GSCE:** Edexcel GCSE Art and Design (2016) | Pearson qualifications	**Academic A Levels:** BTEC Level 3 Foundation Diploma and Level 4 Foundation Diploma in Art, Design and Media Practice (pearson.com)