

The Art Curriculum at Our Lady's Catholic High School

At OLCHS art, craft and design education provides and inspires personal expression, cultural understanding, creative and practical responses. Art promotes imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. The historical and cultural identity of human beings has been documented throughout the ages using the arts as a platform to reach out - it helps us define our own identities. With this in mind we want our pupils to think creatively and critically; our curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Pupils at OLCHS will have opportunities to investigate and evaluate a wide range of creative outcomes from the past and present, developing an understanding of the many disciplines within art, craft and design.

At OLCHS we recognise the vital role of art, craft and design in our society. By pursuing the arts, pupils can develop independence and emotional intelligence. The arts curricula opens up a world of possibilities, which is essential for cognitive development - without creativity there is no innovation. It assists in developing the broader dimensions of the human being – mind, body and soul. With current educational trends focusing a spotlight on the well-being and mental health of society, the arts can only be of benefit - the practice of art can be very fulfilling and it helps us function more holistically as human beings.

Our curriculum will equip pupils who wish to further their creative studies to become our creative future, contributing to the culture, creativity, economic success, leisure, material and emotional well-being of our society within both national and global contexts.

The art, craft and design curriculum at OLCHS is sequenced so that pupils learn the 'basics' on entry to the school and then continue to develop practical skills, knowledge and understanding. Although pupils at KS2 should know how to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design, pupil can experiences vary. Therefore by starting with the 'basics' ensuring that pupils have a good grounding we can scaffold the curriculum in such a way that students continually revisit these basic skills, building upon them each year, in order to tackle increasingly challenging concepts. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning. Sketchbooks and portfolios are used to record and document pupil responses. All project work is underpinned with contextual studies, relating work to artists, craft persons, designers and links with other cultures across time and place. We build the Cultural Capital of our students by exploring the work of others from a gamut of backgrounds, genders, ethnicities and beliefs. We encourage pupils to converse, discuss, critique and debate their own and others' work ('Talk for Learning'). This embeds and extends our students' knowledge of artistic/cultural genres and helps develop our pupils' creative vocabulary.

Our curriculum is continually reviewed and modified as a result of our CASE. This is organised and delegated through the CAIP and Performance Management objectives. This ensures that our curriculum is current, relevant and maintains interest for both staff and pupils. We also adopt flexibility within our curriculum, developing projects and activities as creative opportunities and avenues present themselves. All pupil groups are of a mixed ability, we ensure that our SEND pupils are given the same opportunities for learning as their peers, providing additional targeted support if and when required.

At KS3 pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. Students work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, working creatively and intelligently. Homework is set once every 2 weeks, to encourage pupils to become independent and creative learners, in preparation for Key Stage 4. Assessment is both formal and summative, so that pupils feel supported in their learning and know how to

progress. The most vital element of assessment in Art is via ongoing feedback, which is 'drip-fed' throughout the progression of project work; this process is integral to success in creative outcomes.

At KS4 students are provided with a wide range of creative, exciting and stimulating opportunities. Students explore their interests in art and design in ways that are personally relevant and truly developmental in nature. Individual strengths are recognised and the enthusiasms and areas of expertise of our pupils explored within their project themes. Students practise the skills, disciplines and techniques they have learned and continue to learn in order to communicate ideas, feelings and meanings about art, craft and design.

An outline of the course

At OLCCHS we follow the AQA Fine Art (8202) syllabus. The course is split into 2 components.

Component 1 (coursework) is **60%** of the total mark/grade.

Component 2, the final **40%** is an Externally Set Assignment (exam project), set by the examination board.

Component 1 (coursework).

The course is delivered through a series of initially very structured projects, which will eventually allow for individualistic interpretation (requiring a considerable amount of one to one teaching). In addition, the timetabled classes we offer lunchtime and afterschool coursework/examination sessions, trips, and workshops with artists.

Students complete at least two projects showing competence in at least one of the following areas of study. The areas of study, in which you can demonstrate competence, include: drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media, land art.

Projects will consist of preparatory studies in a sketchbook/workbook format leading to one or two final pieces, using a range of media. Sketchbook work must be annotated (written explanations of your art work - the thought processes, media used and evaluative comments).

Component 1 projects are: Structures and Cultures (with an optional project extending more 'able' pupils). These projects account for 60% of the total mark/grade for GCSE Art and Design.

Component 2 (externally set assignment).

The externally set assignment is an exam paper produced by AQA with a number of themes/questions. Students choose the theme which best suits their artistic style and captures their imagination the most. Exam themes are distributed during January in Year 11. This allows time to interpret the theme and give an individualistic and personal response with a series of preparatory studies (usually presented in a sketchbook format).

Students use this to develop and extended creative response during a ten hour unaided, supervised period. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation.

Our curriculum at OLCCHS goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. As a department we offer students extra-curricular opportunities to invite students to develop their skills and knowledge further. At KS4 students participate in visits and workshops to bring the curriculum to life. We encourage our pupils to take part in local exhibitions, workshops and competitions. In addition, we contribute to the 'wider' curriculum on Enrichment activities and our support of the Artsmark status within the school.

CPD is carried out using a variety of vehicles and platforms. We use CA development time to trial new pedagogical and creative philosophies and skills. We visit galleries to inspire and refresh our curriculum to

ensure interest for staff and pupils and keep abreast of contemporary art trends. The PT as part of the role of APM for a leading exam board and has the privilege of visit other art educational establishments, which can bring new ideas and stimulus for own curriculum.

Across both Key Stages, pupils are encouraged to be able to communicate their understanding and opinions of themes, contextual studies and artworks. Oracy and literacy are there to support the practical activities that take place within art, craft and design and therefore should be integral to pupils' work. Pupils are given opportunities to read information relating to tasks, to reinforce practical and visual elements of lessons. Subject specific vocabulary is introduced as project work progresses, with starter sentences and exemplar material provided for those pupils less confident about written work. We encourage pupils to use 'talk for learning' to give confidence to pupils so that they can effectively speak and write about their own and others' work through short statements/annotations at KS3 and using extensive evaluative statements at KS4.