**Art**

Curriculum Statement

***“Seeing comes before words. The child looks and recognises before it can speak.”***

John Berger

**Art**

Art supports all learners in upholding the school expectations of **Respect, Safety and Learning** in order to prepare them for their **next steps** in education, society and life.

A **high-quality** art and design education **should engage, inspire and challenge** pupils, equipping them with the **knowledge and skills to experiment, invent and create** their own works of art, craft and design.

Everything that has been ‘manmade’ has been designed by an artist or artists. In an ever-changing mass-produced society, art is even more accessible and essential to contributing to society.

A large number of learners at Rosewood have gaps in their previous education which, along with low self-esteem, mean the Art curriculum provided at Rosewood needs to be **flexible** enough to plug these gaps at an accelerated pace so learners acquire the skills needed for their next stage of development, but also serve as a platform to enhance their self esteem and support their well-being so that they can go on the achieve their full potential.  As they progress, they should be able to think critically and develop a more **rigorous** understanding of art and design.

Learners should also know **how art and design both reflect and shape our history**, and contribute to the culture, creativity and wealth of our nation.

**Intent**

*What the learners will learn…*

In KS2, learners will be taught to;

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history

In KS3, learners will be taught to;

* 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
* 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

In KS4, learners will be taught/given the opportunity to;

* actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
* develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
* become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
* develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
* develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
* acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
* develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
* develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
* develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work
* demonstrate safe working practices in art, craft and design

**Implementation**

*How the learners will apply the knowledge as skills…*

The Art curriculum at Rosewood **is based on the National Curriculum.**

Details of this can be found in the Curriculum Overview below.

The curriculum will consider **skills, knowledge, understanding, content and processes**. It will be **progressive** and **make links** with local, national and international artists, both living and dead, across a range of mediums and backgrounds.

Learners will be given the opportunity to **visit local art galleries** and the opportunity to display their own work.

**Key concepts** will be taught and built upon so that they can transfer key knowledge to **long-term memory** and **apply it fluently**. This includes the **use of assessment** to check pupils’ understanding and to identify and **correct misunderstandings** and inform teaching.

The art teacher will have **expert knowledge** and actively seek **CPD** to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

**Impact**

*How we will know learners have learnt this…*

Learners will have a **Baseline Assessment** when first starting at Rosewood, which will assess their knowledge, skills and imagination.

If appropriate to the child, **pre-key stage assessments** (KS1 and EYFS) will be sort.

Ongoing **formative assessments** will be carried out and this will be evidenced within the progress shown in learners art work.

**Summative assessments** will be carried out at the end of each academic year for KS2 and KS3. This will take the form of an observational drawn task in order to measure progress within this applicable skill.

All pupils will be encouraged to take up GCSE art as it will complement all further career paths. Those pupils that take **GSCE art** will have their work **internally and externally moderated**.

All of the above assessments will be used, alongside formative and summative pupil voice, to tailor the curriculum to the needs of the individual learners.

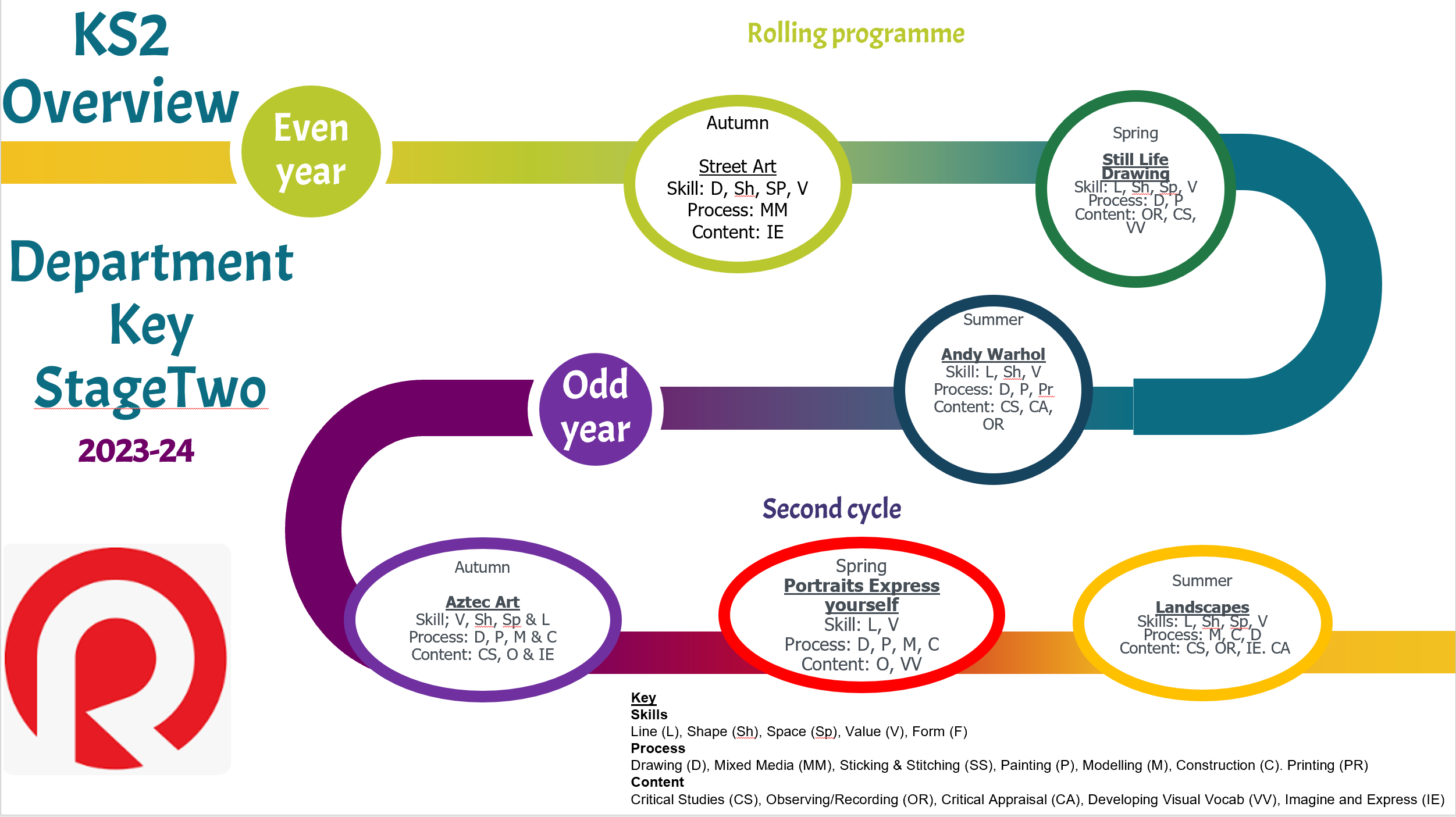
All assessments will be in line with the school’s assessment and reporting policy and will consider assessment in other areas, such as reading age.

Member of staff responsible – Ms K Dawkins

Date of Policy - September 2023

Review Date - September 2024



 A diagram of a timeline

Description automatically generated

A diagram of a timeline

Description automatically generated