



Groveside  
School

# Secondary Art

Curriculum Statement



## **Secondary Art Curriculum Statement**

Through the delivery of Art and Design we want to challenge and stretch the pupils as artists, to create individual personalised projects. Art is a powerful tool that helps the pupils become aware of the world they live in, whilst nurturing cultural awareness and creativity. Here at Groveside School, Art it is also a therapeutic subject that can support pupils, identify and address social, emotional and mental needs as well as further develop their fine motor skills.

Throughout Key 3 pupils experiment and practise using lots of different techniques and materials. In particular, they develop their drawing skills and develop their own style, which will carry them through to Key Stage 4. Pupils create wonderful pieces of art that use their imagination whilst enabling them to acquire new skills along the way. From Key Stage 4 they can choose to study for a GCSE in Art and Design and further develop their art and design work.

At Key Stage 4 GCSE, pupils present their work at our annual Art Exhibition. Pupils gain the confidence to be proud of what they have created and are able to use art language to describe it and also talk about their knowledge of other artists in the world.

Art and Design helps pupils look at the world in a different way. They will go on to form opinions and an understanding of art and designs throughout history and in today's society. But most of all they enjoy and have fun creating art, which is an exciting subject to study.

### **How is the Arts taught in the Options Curriculum (KS4)?**

Pupils are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, and Entry Level Qualifications.

The aspirational goal is for all pupils is that they leave with the best result they can achieve and so give them the best start in their next step, be it work or further education. For those with a real interest this could mean a GCSE in their chosen specialism. This could be mainly based on the traditional skills art and design or could be more specialised in photography or fine art etc. Each pupil is taken as an individual with individual needs and interests, and so we aim to fit them with the best qualification to suit what they want to do.

KS3 pupils who choose to access the content for an Arts GCSE will begin their course in the Autumn of Year 10. The primary focus of which would be making a portfolio and keeping a record of everything they make or do. This could include photographs, drawings, sketches, writing, or everything together, showing their progress through the GCSE. Typically, this would involve trying out as many skills and quick projects as possible in KS3 before focusing on a main interest and two bigger sustained projects in KS4 ending in a final exam in the Summer of Year 11.

### **How is reading promoted in Art?**

All teachers are expected to be aware of each pupil's current reading age, this will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their artistic knowledge.

### **Measuring impact in Art**

At Groveside School, staff use an online platform called Evidence for Learning to record pupil attainment in Art. This system uses the **Groveside Progress Steps** Assessment Framework.

At Key Stage 3 and 4 the **Groveside Progress Steps** cover a broad range of ability, from the 'Foundation Learning Skills' that cover Early Years education, through to the main Key Stage 3 and 4 curriculum that takes pupils from year 7 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the Art curriculum helping to ensure that learning builds upon prior attainment.

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on Evidence for Learning. It is our intention to ensure that all pupils progress at an expected rate, so they are able to achieve their personal best.

At all Key Stages, pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

*1 - Fully Supported*

*2 - Partially Supported*

*3 - Independence*

*4 - Wow (transferrable skills /Application)*