

Cultural capital and local context	<p>All art responds to the culture it is within, so through students' exploration of Art History, this informs them of the ways it reflects the events of the time. Therefore, it provides the opportunity for students to develop a vocabulary of rules, styles and materials and knowledge of how these have developed over time to equip students to make work that demonstrates their own understanding and interpretation of the world around them.</p> <p>Example: In Year 8 students study the work and representation of women in Art and how this was impacted by historical circumstances. This project equips students with an understanding of how the representation of women has developed over time and their contribution to the world of art, to enable them to explore the ways that women still face discrimination. By KS4, students are able to make links independently between their exploration of themes, such as personal identity in Art, landscape and narrative in Photography, to their understanding of issues such as climate change, identity politics and circumstances within our surrounding area such as poverty and gang crime.</p>
Ambitious	<p>Art and Photography lessons are planned to ensure that students have many opportunities to extend the limits of their creativity and development of skills by being informed by the expectations of the next level of study. Consequently, each Key Stage are well prepared to progress to the next academic level. Also, students are encouraged and supported to develop their independence and confidence. We foster their independent thinking, encouraging critical and analytical skills which are developed by responding to the art of others and their own work. This is supported by our development of literacy within Art where we give explicit language instruction of not only subject specific vocabulary but also mature vocabulary which enhances students' ability to analyse.</p> <p>Example: In Year 7 the format of the Pop Art project reflects the assessment GCSE objectives of develop, experiment, record and present a response. Throughout the project students deconstruct and analyse the work of Lichtenstein, focusing on the key concepts of colour, form, imagery and meaning.</p>
Logically structured	<p>Schemes of Work teaching a range of processes and mediums map a path of progression from student's end point at KS2 through KS3, GCSE and into the different pathways at KS5, therefore preparing students for the work they will produce when they reach the next level of study.</p> <p>Example: At KS3 projects run in the same format and cover all of the assessment objectives of GCSE. In year 9 photography workshops offer an insight into the GCSE course.</p>
Intelligent assessment	<p>A range of assessment techniques are embedded throughout the schemes of work of all key stages. Teachers provide regular written and verbal feedback to support student learning. To foster student independence, they are supported to assess the work of others and themselves. This ensures that when summative assessment is derived from end of project tests to assess students' learning they have been given every opportunity to re achieve.</p> <p>Example: At KS3 students' assessments apply the AQA mark scheme language, so they are familiar with the requirements.</p>
Breadth and Depth	<p>The Art department offers students the opportunity to master a broad variety of material, media and technical skills throughout their school career so that they are prepared for independent experimentation. This supports the development of student's skills and technical knowledge in preparation for our offer of Art and Photography at both GCSE and A level.</p> <p>Example: At KS3 we work with a variety of 3D construction techniques, which progresses at KS4 and 5 to technical constructions using wire and clay. Students experiences in Art are extended by the access to resources that we provide them with, such as dark room practice and screen printing.</p>
Retention	<p>By interleaving practice of technical skills throughout schemes of works, students' skills develop more effectively over time which develops their confidence in the subject. A variety of opportunities are planned throughout lessons for students to revisit and recall prior learning.</p> <p>Example: At KS3 we begin each Autumn term with a review of prior learning as well as providing workshops to refresh knowledge of techniques. Exemplar work is used to guide students through their projects. Starters and plenaries are utilised to test student understanding.</p>
Equality	<p>All students, regardless of ability or background, explore a varied and culturally inclusive Art curriculum which provides equality of opportunity to our students ensuring they are ready for GCSE, A level and progression to university. Students benefit from the wealth of knowledge provided by the Department who are specialists in a variety of artistic practices.</p> <p>Example: All classrooms have support material freely available for students to access, from key words to exemplar work. Students are offered accessible workshops by outside agencies, gallery visits and intervention opportunities within school.</p>