

## Art at Ravenscliffe High School

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| <p><b>Purpose of this Document</b></p> | <p>This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum file on the Staff Server. A copy of this document is also available to parents via the website.</p> <p>It reflects the school values and philosophy in relation to the teaching and learning of art and draws together National Curriculum guidelines and statutory requirements for Key Stages 3, but also includes elements of Key Stages 1 and 2 as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.</p> <p>The document seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.</p> <p>It outlines the following:</p> <ul style="list-style-type: none"> <li>• The Intent – The purpose of the Art Curriculum at Ravenscliffe.</li> <li>• The Implementation – How we meet this purpose through the delivery of a broad, balanced and a robust Art Curriculum. How the art curriculum is inclusive and how this looks in the four pathways at Ravenscliffe.</li> <li>• The Impact – Our intended outcomes in Art and how we assess, evaluate and monitor these over time.</li> </ul> <p>This document also contains key information about schemes of learning, Cross Curricular Opportunities and links to other relevant documentation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Intent</b></p>                   | <p><b>Intent Statement</b></p> <p>At Ravenscliffe we believe that Art is a vital part of our young people’s education. Art and engagement in creative processes provides our students with new ways to explore and view the world around them. Moreover, it provides broad outlets for self-expression, exploration of their own identity and the identities and cultures of others.</p> <p>Our Art curriculum provides our students with the platform to develop a natural sense of wonder and curiosity about the world around them. The art team will achieve this through a holistic curriculum that enables our learners to develop skills and knowledge about the makers of visual art and the important connections the visual arts have to our culture, heritage, society and communities.</p> <p>Our students develop their skills and knowledge collaboratively and independently through the investigation of technique, process and use of materials. Students also work on skills at researching artists and ways to speak about and describe artwork and styles.</p> <p>Art at Ravenscliffe follows the vision and values of the school to Nurture, Believe, Achieve and Succeed in every lesson.</p> <p>Aims – To enable all our students to become:</p> <ul style="list-style-type: none"> <li>• Successful learners who enjoy learning and have the confidence to take risk experimenting and exploring new techniques, processes and ideas creatively.</li> <li>• Confident in embracing new learning opportunities both collaboratively and independently.</li> <li>• Aware of the value of creative engagement in their own self development.</li> <li>• Understand the importance of Art and creativity in contributing to our society and culture.</li> </ul> <p>At Ravenscliffe our students are in four pathways; formal, semi-formal, Emergent and Sensory. In Sensory and Emergent Art activities focus on their EHCP outcomes and using creativity to meet these outcomes. In the formal and Semi-formal pathways they are assessed based on assessment criteria on <b>Evidence for Learning</b> and work on these outcomes throughout lessons. All art lessons throughout the pathways are inclusive to the individual needs of the students and allow all students in that class to access the same curriculum.</p> |
| <p><b>Implementation</b></p>           | <p><b>Implementation Statement</b></p> <p><u>Time Allocation</u></p> <p>The subject of Art is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For the majority of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

students in the Formal, Semi-formal pathways across all year groups this equates to one double session that adds up to approximately 90 minutes per week.

In the Emergent department they have one allocated art lesson a week but they also have one Attention Autism lesson a week which includes an art activity. KS4 and KS5 Emergent and Semi-formal students also have a termly carousel for one term a year which includes an Enterprise lesson which is arts and crafts based.

In the Sensory department they plan art into their own schemes of learning and this is taught discretely through a range of sensory topics and experiences designed to engage and progress our learners in the pathway.

#### Meeting the needs of all learners within the Art Curriculum

Our learners at Ravenscliffe High School have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). The wide range of needs of our learners holds no barrier to accessing the learning opportunities within the Art curriculum. Inclusivity is at the heart of the art curriculum and every student is supported to access the same curriculum as their pathway (more detail on this is in the IMPACT statement.)

To enable the staff at Ravenscliffe High School to fully address the range of needs of the pupils and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Schemes of Learning for Art have been differentiated into 4 broad descriptions of learners or pathways: -

**Formal learners** are students who are able to communicate with fluency and who are able to make reasoned choices, work and act cooperatively in a small group and with varying support, work independently.

**Semi formal learners** are students who need support with their communication e.g. using visual symbols, AAC, Signing and who need a moderate amount of support to access learning.

**Emergent learners** are students whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour and require support to develop engagement in activities.

**Sensory learners** are students that require their needs to be met primarily through direct experiences and activities, which are multisensory.

#### The Curriculum Overview

To facilitate effective teaching and learning in Art, a Curriculum Overview for each pathway (exc. Sensory) outlines the key programmes of study (*see Appendices A B, C & D*).

In KS3 Formal & Semi Formal students are grouped by ability and taught from schemes of learning focusing on key foundations of learning to baseline them in Y7 and then focusing on topics through schemes of learning to embed and progress in the key skills throughout Y8 and Y9.

When these students go to Key Stage 4, they are grouped by ability again and begin a new 2 year rolling programme of study.

When in KS5 they are able to make a choice and if they choose to study art, they are taught on a 3-year rolling programme of study.

Schemes of learning are provided for each year group and topic with suggested learning activities outlined. Key knowledge is revisited over time and this allows teachers to ensure that learning is made more concrete over time, students can recall and build on previous learning and this enables misconceptions to be addressed before new learning occurs.

Emergent students are taught art in units that last for a whole term and change each year on a rolling 5-year cycle (see Appendices D). This cycle is currently being developed and built on each year.

Sensory learners are not taught in specific art lessons but art is integrated into every topic taught and a creative approach is used frequently in lessons to support learners and enhance learning experiences.

#### Knowledge & Skills

The Art Curriculum at Ravenscliffe is delivered and monitored through schemes of learning which are created for each year group and each unit of work. Each scheme of learning shows a clear progression of knowledge of skills from KS3 to KS5 as outlined in the Curriculum progression and mapping document.

The specific Art Knowledge and Skills relating to each unit has been catalogued into key level descriptors and arranged to show progression for all our learners in Semi-Formal and Formal pathways. Teachers assess against these level descriptors following each unit of learning. *(These descriptors can be seen on Evidence for Learning).*

At the end of the term once the assessments have been completed, all the data is collected and analysed to track how much progress students are making and compare data between genders, times of years and groupings. This enables the Art lead to make adjustments to groupings or address any anomalies through intervention or targeted support.

Schemes of learning incorporate the key skills and knowledge that students learn in each unit and then after each term students are assessed against these. During their time at Ravenscliffe, students are encouraged to develop their skills to work increasingly independently when creating art work. The key skills and knowledge that are required for this are detailed below under the four key strands.

### **Skills**

#### **Investigation**

- Research and investigation into cultures, art styles and artists.
- Students will Develop their skills of observational research and the development of ideas through discussion, experimentation and investigation.

#### **Experimentation**

- Handling of different materials
- Use and selection of appropriate tools
- Develop Proficiency in the employment and application of techniques
- Know the difference between and be able to select Media and materials appropriate to the process
- Students will Identify and resolve problems when exploring techniques, developing ideas and creating artwork.

#### **Reflect and Record**

- Analysis of the work of others, techniques, materials and processes
- Students will employ primary and secondary research into their own ideas through collected imagery, photography, drawing, and annotating.
- Our learners will build the analytical skills required to reflect on their work. Communicating the development of their ideas using, voice, annotation, sketches, plans, modelling, sample art pieces, etc.
- Review and reflect on their own work to make alterations and improvements

#### **Make**

- Students will engage and apply their skills in the process of designing and making art.

### **Knowledge**

- Art history: The work of other artists, designers and makers.
- Cultural importance of Art in our own and the heritage of others.
- Materials, Media, Processes and Techniques available to develop visual language.
- The tools and their applications in the context of different disciplinary approaches (ie: printing roller, block, ink for printmaking)
- The role of visual language in society in conveying meaning.
- The language of Art, acquisition of specialist language relating to Art genres and creative processes.
- Through sequential learning our students will develop knowledge and understanding of the functional properties and characteristics of art media, for example: watercolour being translucent, pastels soft and easily bendable, acrylic paint vibrant and plastic based making it easy to layer.
- Our learners will work toward using their learning and experiences to make informed decisions about the development of their own art. Allowing students to refine and develop outcomes to the best standard possible, and building problem solving skills, which support individuals in their further studies and in life.

As learners acquire the practical skills of working in different media and with a variety of tools and processes students will build an understanding of the relationship between context of artwork on the influence of subject, process and media choices and the desired effects achieved. To create their own work learners will use a variety of Art techniques and processes when developing ideas. For example, a range of drawing techniques using different media and methods like pencil, ink, charcoal, oil pastel, chalk pastel. A range of print methods i.e. Polyprint, Monoprint, Lino, Dry point, Collograph etc. A range of painting methods i.e.

watercolour, acrylic, impasto, action painting etc. A range of sculpture and relief methods i.e. Collage, clay construction

#### Inclusion in the art curriculum

Art is taught in ability-based groupings based on their pathway to allow students to be taught a curriculum that is right for them. Throughout all four pathways there are a range of needs which are all met through our inclusive art curriculum. All learners in art regardless of their starting point are able to demonstrate developing artistic skills and personal expression. In all art lessons across all four pathways adaptations are used to impact learning positively for every individual student. Some examples of this include:

- Use of adapted tools in art e.g. loop scissors, pencil grips, ergonomic brushes.
- Visual structure for lessons e.g. Now/ Next boards, step by step visuals for tasks. All lessons if beneficial for the learners begins with a pictorial or written schedule to outline the lesson to ensure that students know what is expected and they know the order of the lesson so they can feel more prepared. Some students are given individual timetable for them to look and they are able to take off or add any symbols as necessary.
- Multi-sensory experiences e.g. exploration through texture, sound and movement to support students to engage.
- Total communication Approach to be used, AAC devices used and core boards to enhance communication, motivation and independence. Students that are able to use an Augmentative and alternative communication (AAC) device to support their communication and learning. These are modelled and students are encouraged to use their device to communicate their choices and preferences in their artwork. Core boards are used in art lessons to enhance learning and allow all students to have access to the vocabulary and key words needed for the lesson.

Pupils with specific needs all access the same curriculum through alternative but equitable methods. Some examples of this include:

- If a student has a Visual Impairment there is an emphasis of creating a multi-sensory experience for students focusing on other senses e.g. if the topic for the class is about portraits they may have more focus on the textures of parts of the face and creating this from tactile materials.
- If a student has a Hearing Impairment the staff working with that student to use a Total communication approach which may be British Sign language, writing key words and instructions down on a whiteboard, AAC device if these are appropriate for that student.
- If a student has Autism to ensure to create safe and predictable lessons that follow a structured clear timetable. Staff in the group to know the student and their needs well, to read any sensory reports or positive behaviour plans about that student and follow these consistently.
- If students have Profound Multiple Learning Difficulties for a multi- sensory experience approach to be used e.g. sensory explorations of materials, cause and effect switch activities at an appropriate level for that student.

#### Resources

Most lessons are taught in a bespoke Art classroom at both the Skircoat Green and Spring Hall site. The rooms are spacious and allow for whole class teaching or for groups to work separately with plenty of room to move around during activities. Ample storage allows for good management of resources and for adequate Health and Safety measures. Access to sinks, laptops and a clean work environment means that art lessons have the scope to meet the requirements of every unit of learning. The art lead is responsible for buying and storing resources for art for the whole school at Skircoat Green and Spring Hall. The purchase of resources for Art is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

We use a wide range of high-quality resources to aid teaching and learning in Art at Ravenscliffe. As well as offering an extensive art library, we understand that a practical, hands-on approach best suits our learners. The budget allowance is used alongside donations from Friends of School to ensure that each unit has the best resources that are fit for purpose and that engage our students on their level. Recent large purchases include:

- An electric pottery turntable
- Easel stands
- Canvases
- Wooden artist manikin

#### Health and safety

The Subject Leader for Art has a general responsibility for the application of the Risk Assessment and Schools Safety Policies within their subject area and is directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work. All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

- Pupils should not access the art room without an adult being present. The art room is kept tidy and equipment placed away after lessons.
- The Art Store Room is kept locked and pupils are not allowed to enter unless supervised. Equipment that is used on a regular basis is kept on shelves at waist height to avoid unnecessary bending and stretching. Heavier items are not stored on high shelves.
- Hazardous materials and equipment that requires close monitoring for use are kept locked in a cabinet inside the Art store.
- COSHH and material specific risk assessments and guidelines are followed for practical activities.
- Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outlined in the online safety policy.

#### Further opportunities in Art

At Ravenscliffe students get the opportunity to explore art in other contexts. Some of these include:

- Trips to local art galleries linked to schemes of learning.
- Collaborating with the students to create art galleries to showcase student's artwork at different school events.
- Local artists visiting school to deliver workshops e.g. Bear Prints Designs and Artworks
- Opportunities for students to be involved with local events e.g. the handmade parade.
- Workshops where students from all pathways work collaboratively to create artwork for the school groups e.g. the clay bird feeder and willow structure.
- Students to be chosen to join a Gifted and Talented art class to allow them to explore their own artistic talents and explore artistic techniques further.
- There are art lunchtime clubs and after school clubs available at Spring Hall for students to attend in their own time.

#### Art celebrated across school

Art is celebrated throughout the year at Ravenscliffe and is used across many subjects to enhance students learning. There is a dedicated afternoon and assembly for art every academic year. This allows students to be recognised for the progress and achievements they have made in art throughout the year. This is a great way to showcase students work and allow them to speak about their work and answer questions.

#### Art links with other schools

I have created a link with William Henry Smith which is another specialist provision in Calderdale that we are part of a cluster group with. I have visited their school and met with their art lead to discuss curriculum, assessment and other art opportunities our schools offer.

#### List of Appendices

**Appendix A** Semi- Formal and Formal KS3 topic overview

**Appendix B** Semi- Formal and Formal KS4 topic overview- two year rolling programme with key skills outlined.

**Appendix C** Semi- Formal and Formal KS5 topic overview- two year rolling programme with key skills outlined.

**Appendix D** Emergent topic overview- three year rolling programme

#### Key Strands

| Investigation                                  | Experimentation                                   | Reflect and Record                                                    | Make                                                      |
|------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------|
| Links to (list in each column)                 |                                                   |                                                                       |                                                           |
| <b>Reading</b><br>Research of cultural context | <b>Maths</b><br>Through the application of Shape, | <b>British Values</b><br><b>Working together:</b><br>Sharing ideas in | <b>Character Education</b><br>Developing skills that give |
|                                                |                                                   |                                                                       | <b>ICT</b><br>Using subject specific software such        |
|                                                |                                                   |                                                                       | <b>SMSC</b><br>Exploration of Art through the study of    |

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|               | <p>and the work of others.<br/>Use of story-telling as a tool to aid understanding and create connections between visual practice and place in society.</p> <p><b>Speaking</b><br/>Development of key vocabulary specific to subject.</p> <p><b>Listening</b><br/>Developing knowledge of technique and process<br/>Following of instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Measurement, ratio, perspective, pattern and symmetry in the production and development of their Art.</p> | <p>groups, making artwork collaboratively, sharing resources and working together to clean the classroom.</p> <p><b>Respect:</b> Using equipment and resources appropriately to ensure they are looked after well, respect for others and their own ideas and artwork, respect for visiting artists and in workshops.</p> <p><b>Ready for learning:</b><br/>Students knowing the expectations in an art lesson, pushing themselves out of their comfort zones, showing resilience.</p> <p><b>Keeping safe:</b><br/>Following the risk assessment, knowing the rules and expectations around resources, helping other students to stay safe.</p> | <p>students the confidence to make connections with others beyond school.<br/>Exploring vocational possibilities of Art through projects that use mock and lives briefs to contextualise work for the real world.</p> | <p>as Brushes, Glitch Art, Procreate and digital photography.<br/>The use of tablets and PCs to manipulate and alter their work and explore different approaches to presentation.<br/>Use of modern technologies and processes used in the development of design.</p> | <p>different cultural viewpoints.<br/>Creative approaches to exploring personal identity and the identities of others including faith, gender, race.<br/>Encouraging curiosity about the world and the many cultures and beliefs and values around the world.<br/>The study of historical works of Art and their significance in History. The exploration of time context and how Art is driven by developments in society.<br/>Studying the importance of Art in different religions and how Art is used to represent and celebrate those values and beliefs in different faiths.</p> |
| <b>Impact</b> | <p><b>Impact statement</b></p> <p>At Ravenscliffe the art curriculum offers a wide range of different art styles, artists and cultures in a fun, hands on and engaging way. The curriculum gives learners a love for creativity and to allow students to explore and develop using a range of different media. In art students have pride in their work and want to create work to a high standard that they feel proud to share with the community. Students develop their communication skills in art and develop the language to speak about and explain their artwork and the choices they have made in the most appropriate way for them.</p> <p><u>Assessment</u><br/>In art we use the whole school assessment system called <b>Evidence for Learning</b> this allows each art teacher to formally assess their students against the level descriptors under the R level they are working on. All students are baselined in year 7 in the autumn term and then assessment data is added at the end of each term for every student. Teachers use the <b>Evidence for Learning</b> Programme to record attainment as</p> |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

well as to measure and monitor progress during the year. For each descriptor, one of the following achievement levels can be selected; **Experienced, Emerging, Developing, Secure or Mastered**. Students need to have achieved 90% or more to progress to the next level e.g. from RPS7 up to RPS8.

Students will demonstrate their skills and knowledge through the production of physical evidence documenting their journey in the progress and development of the skills and knowledge employed in the making of Art. This evidence will be stored in student's individual sketchbooks and on Evidence for Learning against the outcomes they are working towards. Alongside evidence in Sketchbooks appropriate Art evidence in the form of a photograph or video documenting a process or a picture of completed work is added to **Evidence for Learning** with a supportive description of the task, how it shows progress and 'next steps' for each student throughout the year.

#### Art qualifications

Starting from September students in KS4 both formal and Semi-formal students in year 11 will be working to achieve the Arts Award. Semi-formal learners will be working to achieve the Explore award and Formal learners will be working to achieve the Discover award. All students taking part in the award are supported to take part and provide their own thoughts and analysis in a way that is best for them e.g. using an AAC device, verbally, written down, through visual symbols. This allows all our students to feel confident and complete the award to the best of their ability. September 2026 will be the first year we have worked on these awards and if this is successful, we plan to make this available for other year groups.

#### Inclusion in the four pathways

The following outlines how each pathway will be tracked through formal progress documentation:

##### **Formal:**

EHCP Outcomes

Every student has been baselined on Evidence for learning and then each term they are assessed against the level descriptors on Evidence for learning.

##### **Semi Formal:**

EHCP Outcomes

Every student has been baselined on Evidence for learning and then each term they are assessed against the level descriptors on Evidence for learning.

##### **Emergent:**

Art is taught as a separate subject in emergent and the art lead has written these schemes of learning alongside the emergent team.

Students are assessed against their EHCP Outcomes on Evidence for Learning. These outcomes are not specific to art but these outcomes are focused on in art lessons alongside the art curriculum e.g. communication, fine motor skills and life skills.

##### **Sensory:**

Art is taught and assessed within their schemes of learning written by the sensory team.

Students are assessed against their EHCP Outcomes on Evidence for Learning. Creativity and art is taught throughout the sensory curriculum and is often used to enable students to work on EHCP outcomes.

Inclusion in the art curriculum at Ravenscliffe supports and enhances the learning experiences for all students across school. Our art curriculum supports confidence building as students feel more ready for learning and are able to complete tasks to the best of their ability. Students are able to develop their communication skills by having the opportunity to make choices and express their preferences and opinions through speech, AAC devices, core boards, signing and visual symbols. Students are able to work on their social interaction skills as they participate in group artwork activities and collaborative tasks with other staff and students. Students are able to be more independent through inclusion in the art curriculum as they can make their own choices on tools they want to select, colours and art mediums they want to use and their own thoughts on artwork.

As well as providing an inclusive environment for our students to learn we have also provided an inclusive curriculum which is rich and diverse and introduces students to a range of artists and artwork from different cultures. In the art curriculum there are a range of different genders, races, cultures and abilities, through learning about these artists students develop cultural awareness, respect for difference and a broader understanding of creative identity. Learners often show greater motivation and confidence when they see themselves reflected in the artists studied, while also becoming more open-minded and curious about unfamiliar cultures and practices. Global artistic traditions such as African textiles, Aboriginal dot painting or Indigenous storytelling are all taught in KS3 and provide rich visual and sensory experiences that support

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|                              | pupils with a range of needs. As a result, pupils respond with increased engagement, richer discussion, improved emotional understanding and active participation in lessons, demonstrating that inclusive, diverse content enhances both access and enjoyment for all learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Leadership and Review</b> | <p><u>The Art team</u><br/>Izzy Purvis is the Art lead (Foundation Art lead) and takes overall responsibility for the implementation of all aspects of this document. Izzy has been in the lead of art in the school since September 2023. Izzy is currently supported by a team of 6 other art teachers. All these teachers take part in regular art meetings and take various responsibilities throughout the year to aid the implementation of the art curriculum.</p> <p><u>Curriculum Review</u><br/>Meetings take place throughout the year with a member of the Senior Leadership Team to look at documentation and to speak through any updates or changes made to the art curriculum or documentation.</p> <p><u>Development Plan</u><br/>The <b>Art Subject Plan</b> is a working document that outlines key aims of development for the subject across the forthcoming 12-month period and relates directly to the <b>School Development Plan</b>. It highlights key tasks, personnel, dates and success criteria and is reviewed termly with the DHT.</p> <p><u>Supporting Teachers</u><br/>Art teachers are supported by the art lead and also by the Senior Leadership Team. Regular subject meetings take place in both a formal and informal ways to provide e.g. updates on Schemes of Learning, Assessment, resources and support with groupings. Throughout the academic year learning walks take place with the senior leadership team and also with peer teachers, constructive feedback is provided to support teachers to develop. In art we hold book moderations to look at the work being produced and to compare this with the R levels they are working at on <b>Evidence for Learning</b>. Moderation of planning and students' work each year ensures that teachers are aware of each level of attainment, as presented in the level descriptors and that we all agree on how each level can be evidenced. This ensures that all students are assessed fairly and accurately on Evidence for Learning. Continual Professional Development sessions are accessed by all teachers and HLTAs throughout the year.</p> <p><u>Supporting Art Leadership</u><br/>The art lead meets with the Deputy Head Teacher to check through areas of the curriculum and subject documents to check these align with the school development plan. The art lead has created a cluster group with the Art lead from William Henry Smith School. These meetings offer the opportunity to share good practice and provide support for the development of Art from different perspectives.</p> |
| <b>Linked documents</b>      | <p>This document should be read in conjunction with the whole school curriculum and assessment policy. Other documents that can be read for further information with specific relation to Art and this document are:</p> <ul style="list-style-type: none"> <li>• Schemes of learning from Ks3 to Ks5</li> <li>• Art Award website link <a href="https://www.artsaward.org.uk/site/?id=64">https://www.artsaward.org.uk/site/?id=64</a></li> <li>• Key stage progression and mapping of key skills document (<b>currently being developed</b>)</li> <li>• Art Risk Assessment</li> <li>• Topic overview documents for each pathway (exc. Sensory) and Key Stage</li> <li>• Art Subject Plan</li> <li>• Analysis of assessment taken from Evidence for Learning to see progression in Art</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Nurture, Believe, Achieve, Succeed**

## Appendices A Semi- Formal and Formal KS3 topic overview

| Autumn or Unit 1                           | Spring or Unit 2                | Summer or Unit 3        |
|--------------------------------------------|---------------------------------|-------------------------|
| Y7 – Colour and Mark                       | Y7 – Shape and Form             | Y7- 3D paper sculptures |
| Y8 – Places and Spaces (Landscapes)        | Y8 – People and Portraiture     | Y8-3D woven sculptures  |
| Y9 – Art and Culture from around the world | Y9 – Urban Art and Architecture | Y9-Installation artwork |

## Appendices B Semi- Formal and Formal KS4 topic overview- two year rolling programme with key skills outlined.

|           | Autumn                                                                                                                                                                                                                                                                                                                                                        | Spring                                                                                                                                                                                                                                                                                | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>Skills-<br/><b>Drawing/ mixed media design</b></p> <p>Formal-<br/>Focus- Drawing skills and techniques, creating sculptures with textiles and mixed media, composition, feelings in artwork, inspiration from artists.</p> <p>Semi-formal-<br/>Mark making, working with textiles to create artwork, portraits, preferences, inspiration from artists.</p> | <p>Skills-<br/><b>Painting and printing</b></p> <p>Formal-<br/>Repeating patterns, key painting skills, colour theory, composition and colour use to create emotions, inspiration from artists.</p> <p>Semi-formal-<br/>Mark making, fine motor skills, inspiration from artists.</p> | <p>Skills-<br/><b>Sculpture</b></p> <p>Formal-<br/>Learning about different art movements and how they influence artwork, learning different techniques working with a mixture of different materials. Taking inspiration from artists from different art movements.</p> <p>Semi-formal-<br/>Fine and gross motor skills, Exploring and working with different materials, learning about artists work, how sculptures make us feel.</p> |
| <b>Y1</b> | Drawing topic- Exploring tone: light, Dark and everything in between.                                                                                                                                                                                                                                                                                         | Painting and printing-<br>Expressing emotion through colour and texture                                                                                                                                                                                                               | Pop art sculpture                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Y2</b> | Textiles and mixed media- abstract pattern weaving.                                                                                                                                                                                                                                                                                                           | Painting and printing-<br>repeating pattern                                                                                                                                                                                                                                           | Figurative sculpture- Antony Gormley                                                                                                                                                                                                                                                                                                                                                                                                    |

## Appendices C Semi- Formal and Formal KS5 topic overview- two year rolling programme with key skills outlined.

|    | Autumn                                                                                                                                                                                                                                           | Spring                                                                                                                                                                                                                                                                                                                  | Summer                                                                                                                                                                                                                                                                                                |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>Skills-<br/><b>Drawing/Graphics</b></p> <p>Formal-<br/>Focus on drawing skills and creating art with purpose, inspiration from artists.</p> <p>Semi-Formal- Focus on mark making, creating patterns and shapes, inspiration from artists.</p> | <p>Skills-<br/><b>Painting/<br/>Printing</b></p> <p>Formal-<br/>Focus on colour theory, principles of painting, composition, emotions in paintings, inspiration from artists.</p> <p>Semi-Formal-<br/>Focus on basic colour theory, fine motor skills for painting, feelings in painting, inspiration from artists.</p> | <p>Skills-<br/><b>Sculpture</b></p> <p>Formal-<br/>Composition of sculptures, learning skills to manipulate different materials, describing sculpture, inspiration from artists.</p> <p>Semi-Formal-<br/>Working with different materials, fine and gross motor skills, inspiration from artists.</p> |
| Y1 | Street Art- drawing and mixed media                                                                                                                                                                                                              | Painting and printing- coast                                                                                                                                                                                                                                                                                            | Sculpture- Barbara Hepworth                                                                                                                                                                                                                                                                           |
| Y2 | Posters with purpose                                                                                                                                                                                                                             | Portrait, pastel and photography- Arcimboldo.                                                                                                                                                                                                                                                                           | Land art- Andy Goldsworthy                                                                                                                                                                                                                                                                            |
| Y3 | Advertising                                                                                                                                                                                                                                      | Painting and printing-animals                                                                                                                                                                                                                                                                                           | Textiles and mixed media topic-seaside topic                                                                                                                                                                                                                                                          |

## Appendices D Emergent topic overview- three year rolling programme

|        | Autumn term               | Spring term                             | Summer term     |
|--------|---------------------------|-----------------------------------------|-----------------|
| Year 1 | Colour                    | People, animals and portraits           | Shape           |
| Year 2 | Art from around the world | Winter Landscapes                       | Seaside artists |
| Year 3 | Pop Art                   | Repeating pattern- painting and collage | Animals in 3D   |