

ART

Intent

What are the aims of this subject?

- To offer a purpose built and inspiring art space for learners to feel connected to and enthused by.
- To offer every learner the opportunity to engage with art on a person-centred and emotional level.
- To support learners to discover enjoyment and fulfilment through Art and to gain personal satisfaction and raised self-esteem from achieving at their own level and pace.
- To offer learners an opportunity to become immersed in creative experiences, achieve 'flow' and appreciate that art can be hugely therapeutic and beneficial to our mental health.
- To give learners the opportunity to experience, access and understand a wide range of art forms in a fully-inclusive and non-prescriptive way.
- To celebrate the work of ALL learners through display, both virtual and actual; increasing self-esteem and a sense of ownership.
- To encourage an understanding of cultural diversity through celebrating the work of art from around the world.
- To increase an appreciation of the world around us via observation and noticing both the natural and the built environment.

What are the broad areas of knowledge and skills being developed in this subject?

- To experience and develop skills in a wide range of media, materials and techniques, both 2D & 3D, including drawing, painting, printmaking, textiles and sculpture.
- To expand personal creativity, enquiry and self – expression.
- To understand, interpret and appraise the work of artists, craftspeople & designers and use findings to inform ideas for own work.
- To experience live art events and work with practicing artists.
- To be able to review, modify and refine own work and practice and support the process for peers.
- To enrich other areas of the curriculum through supporting transferable skills such as creativity, problem solving, presentation, analysis, communication, leadership, independence, self-expression, teamwork and collaboration.
- To be able to transfer knowledge and skills to meet the requirements of an art qualification at Level 1 or Level 2.

Implementation

How is this subject delivered/taught to students?	How is formative and summative assessment used in this subject to improve student's skills and knowledge?
<p><u>Key Stage 3</u></p> <p>Pupils are offered experiences in a range of materials, techniques and media including:</p> <ul style="list-style-type: none"> ○ Drawing ○ Painting ○ Ceramics ○ Wire sculpture ○ Card construction ○ Collage ○ Carving ○ Weaving ○ Papier mache ○ Plaster casting ○ Spray painting ○ Woodwork ○ Textiles ○ Upcycling plastics ○ Printing <p>Topics are varied, contemporary and student-centred and often include live / real experiences via contact with a practicing visiting artist or live community art project.</p> <p>Artist enquiry forms an integral part of all practice and students will learn how to appreciate art, craft and design from other cultures and parts of the world.</p> <p>Students are encouraged to develop sketchbook skills to record their ideas and observations.</p> <p>On some occasions might go on to achieve an Arts award qualification at Key stage 3.</p> <p><u>Key Stage 4</u></p> <p>At Key Stage 4, students will follow an Arts Award or GCSE pathway to best suit their preference and ability. Students work on projects that are 'student-centred' and 'personalised'.</p> <p>Courses both offer a broad range of experiences; including fine art, sculpture, photography, ceramics, textiles and 3-D design.</p> <p>The course is structured around:</p> <ul style="list-style-type: none"> ● Exploring, analysing and finding inspiration from a range of artists, designers and craftspeople. 	<p>Verbal feedback and discussion is the foundation of assessment in art.</p> <p>Students are encouraged to engage in 1:1 conversation about their work and ideas and sometimes to contribute to pairs and group discussion, leaving individuals with an understanding of next steps and an ability to refine and progress outcomes.</p> <p>Task sheets are used as a personalised written dialogue between staff and student and are a starting point for art that might continue over a number of lessons.</p> <p>Written feedback is recorded on A3 tasks sheets in folders which specify WWW & EBI comments supplemented by periodic grading data. (<i>This is almost always originally covered by verbal feedback.</i>)</p> <p>These are specific to curriculum and qualification pathways.</p> <p>Written feedback can also be in the form of student self-assessment or peer assessment.</p> <p>Summative assessment takes place at the end of each half term and is recorded on the whole school Arbor IT system.</p> <p>On entry students are given a baseline assessment during their induction time in Art and Target grades are formulated from this.</p>

<ul style="list-style-type: none"> • Using a range of materials, processes and techniques. • Recording observations and ideas. • Creating personalised outcomes and responses. <p>Students are encouraged to become independent and self-motivated and are offered lots of extra support time after school and at lunch time.</p>	
<p>How is enrichment (e.g. residential, clubs) implemented to enhance the components of this subject?</p>	<p>How are spiritual, moral, social and cultural values developed in this subject?</p>
<p>We host an Artist in residence every other year to work with all students at school and to showcase their work, life and career. This enriches art education both on an individual and a qualification level.</p> <p>Students work alongside an artist on a collaborative, often permanent, artwork and learn new skills and techniques.</p> <p>The experience offers a unique opportunity to discuss, question and understand Art on a 'real' level.</p> <p>Projects have included: 3 on-site sprayed murals, street art as part of Tamworth's cycle trail, carved wooden sculptures, an art gallery bus stop, art that has been installed at Tamworth Castle and in shopping centres, remembrance installations, Christmas installations, and an upcycled sculpture which was exhibited at Nottingham's Light Night Festival.</p> <p>We have strong links with the Tamworth-based Arts Organisation 'NUE' and students work with local artists to expand and enrich their understanding of the subject area. Projects range from Christmas displays, Graffiti Art, Online artist streams into the classroom, Remembrance, sculpture and art trails; to projects about sustainability and global issues.</p> <p>Our students have exhibited Tamworth-wide both actually and virtually and have often been involved in the annual Tamworth Arts Festival in the castle grounds.</p> <p>We like to host Art exhibitions in school for parents, carers and dual registered schools, to celebrate the wonderful work that students create with us. We believe this is such an important factor in boosting student self-esteem, pride, wellbeing and ambition.</p> <p>We also have links with Tamworth Borough Council's Arts and Events team and New Urban Era and often link into community projects and exhibitions whenever possible.</p>	<p>Spiritual: Art supports feelings of happiness, comfort and peace and the opportunity to identify this as spiritual nourishment.</p> <p>Moral: Art can feel a very 'visible' and 'personally exposing' subject and it is a perfect vehicle to highlight the values of kindness, cooperation, respect for other perspectives, peer support and understanding of others. This is done through pairs and group projects and also self, peer and group reflection and evaluation without judgement.</p> <p>Social: Communication, problem solving and the value of team work are highlighted and valued when students create collaborative artworks which are often displayed outside of the art room. Such projects generate feelings of connection, friendship and pride and always boost strong feelings of community and shared purpose.</p> <p>Cultural: Students will be guided to understand, study, appreciate and celebrate art from a variety of cultures, traditions and parts of the world. This happens through research, discussion and material & technique investigations. Students will investigate the work of individual artists from a broad range of cultures.</p> <p>CAREERS: At KS3, Arts Award and GCSE levels of study, students will look at the life and work of artists and designers. Every 2 years, subject to funding, students will have contact with a practicing Artist who will bring and showcase their work. Each year learners will visit live art in their local community / nearby towns and cities. Work in art is linked to many areas including; fashion design, fine art, graphics, digital manipulation, design technology, interior design, Animation Ake up and Nail art, illustration, lighting design, sustainability.</p> <p>MHWB: All students are given time and support to understand their past behaviours and the emotions beneath them via an art Iceberg activity (often in conjunction with the SENCO). Students will create their own visual artwork in the form of an MDF fish to be added to the Kettlebrook Iceberg of Understanding. Learners will participate in a Visual Stress Bucket activity where students are encouraged to examine and draw what makes them</p>

Art trips are sometimes scheduled throughout the academic year to enhance the curriculum and to offer personal development, including:

- Local Art displays in the castle Grounds
- Local 'NUE' Arts Organisation arts events
- Architecture of local castle and churches
- Rosliston Forestry Centre outdoor art
- Conkers – Indoor nature displays and exhibitions
- Coventry Immersive art gallery
- Nuneaton Art Gallery
- Walsall Art Gallery

Art offers extra-curricular opportunities at break, lunch and after school where students can continue curriculum art or pursue new or therapeutic experiences.

emotionally and mentally 'overflow' and how to reduce pressures and increase wellbeing.

Art is naturally therapeutic as a by-product for many and for some it is timetabled specifically with a therapeutic objective in mind. Art can encourage feelings of achievement and pride and therefore help to build self-esteem and confidence. Art can also provide a 'mental break' in the form of 'flow'.

Some students are supported to use 'Art Journaling' to support their mental health.

Student art is regularly displayed in our 'Wellbeing Weekly' publication and features on the front of our Praise Postcards & Thank you cards. Student artwork is displayed all around school as a positive reminder of personal achievement, community, connection, participation, purpose and to hopefully encourage pride & smiles!

All student artwork makes our walls both in individual and collaborative form as a constant reminder that everyone is valued and celebrated.

British Values: Values of tolerance & respect for the views and differences of others, opportunity for personal choice and adhering to rules that keep us safe are always addressed through art in the form of group work, discussion, collaborative projects, evaluation, display, appraising artwork from a range of sources and via the boundaries around Art & Design materials, tools and techniques.

Impact – Top 5!

1. To acquire and refine skills including creative thinking, experimentation, designing, learning from mistakes, research, planning, problem solving, and resilience which will relate to all areas of further study and life.
2. To better understand the world around us through topics addressed via art enquiry such as waste & recycling, pollution, climate change, multi-cultural pattern & artefacts, architecture, nature, endangered species and the fashion industry,
3. To offer all year 11 students the opportunity to leave school with an Art qualification at Level 1 or 2 in an inclusive, person-centred, kind and peaceful environment, where relationship and connection are of paramount importance.
4. To offer learners the experience to work with a wide range of materials, techniques and media so that they are given the best opportunity to find their strengths and therefore succeed. These experiences will include the chance to work with local artists and arts organisations in order to connect with and to enrich the local community.
5. To engage with, enjoy and emotionally connect with personalised art activities that support mental health for all. To enable students to understand the benefit of art activity as a mindful and therapeutic activity.

