

# CURRICULUM IMPACT STATEMENT: ART

## INTENTION

The Art curriculum should be as broad as possible to allow each pupil to develop a range of creative skills. Our aim is to provide a curriculum that all pupils can access and engage with and which provides them with the best opportunity to develop their creativity, ideas and increase proficiency in their execution. They should develop a critical understanding of artists, craftspeople, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should also learn about the creative work from different countries and cultures at different periods in time.

Pupils in KS4 can use themed projects to create a personal portfolio which covers the assessment objectives for the GCSE.

To develop connections between Art and other subjects in order to improve pupil's learning experience and their ability to transfer skills and knowledge where appropriate.

## IMPLEMENTATION

Pupils at KS3 and KS4 are taught through termly projects to develop the skills in four distinct areas.

- 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. An understanding of the paint mixing and the proportions
- 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
- To strengthen links between Art and History through the pupil's response to artist's craftspeople and designers from different historical times. Pupils should explore the historical context that supported the production of the artwork that they are studying.
- To work together with the English department to improve literacy skills of pupils.
  - Explicit focus in art lessons to identify opportunities to extend the range and depth of pupil's vocabularies, in terms of both their art specific subject vocabularies and their vocabularies in general.

- Pupils in art will need to learn how to write about and analyse the art that inspires them using subject specific language.
- Pupils will reflect on their own work and write personal intentions and reviews of their practical experiences.
- To strengthen links between Art and Science through the pupil's ability to respond to the world around them.
  - Explicit focus in art lessons on observational drawing of a variety of objects, some are natural forms others are manmade objects.
  - To develop and understanding of the uses and properties of materials through practical experiences using the materials. Using clay, paints, Modroc and drawing materials.
  - To develop a visual literacy and an understanding of colour, perspective and human proportions.
- To strengthen links between Art and Maths through the pupil's ability to respond to the world around them and their practical experience with materials.
  - Explicit focus in art lessons on observational drawing of a variety of objects, some are natural forms others are manmade objects.
  - To understand some properties of proportion, shape, measurement and perspective. Such as The golden section, single point linear perspective, regular shapes and the expression of volume through tonal range.
  - To develop and understanding of the uses and properties of paints and the proportions used in paint mixing.
  - To develop a visual literacy and an understanding of scale and proportions. To use a grid, sections or ICT software to enlarge or decrease the size images.
- To strengthen links between Art and PSHE through the pupil's ability to respond to issues that arise within their projects. Staff working together to develop pupils discussion skills by jointly agreeing and implanting ground rules for participation in class discussions.
  - KS3 pupils will have some topical content to their projects that are time specific, such as public art projects, for example the Go Go Hare project or remembrance Sunday.
  - KS4 pupils have a project theme of Identity and could investigate issues that interest them such as mixed ethnicity or gender.
  - Different cultures can be investigated when pupils select work that inspires them.

- To strengthen links between Art, Photography and ICT through the pupil's ability to record from the world around them and to develop ways of altering images.
  - Pupils can use photography to record first hand images that will support the theme of their projects.
  - Pupils can use ICT software to present or manipulate their images; this may be through Photoshop, Serif or PowerPoint.

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**IMPACT**

- An increase in the number of pupils achieving a good pass at GCSE level.
- Students able to apply learning from Art effectively in other lessons where observation, visual literacy, discussion and independent research may improve their performance within other subjects. For example understanding diagrams and charts in Science and Maths.
- Pupils demonstrating an increase in their effective use of key art specific language in other subjects particularly in extended writing pieces. For example descriptive writing for English where the inspiration is an image.
- Pupils discussing ideas and issues that arise in art or in other subjects whilst being respectful of others ideas and opinions.