

ART

Why is the study of Art important?

Art in schools shouldn't be side-lined... it should be right there right up in the front because I think art teaches you to deal with the world around you. It is the oxygen that makes all the other subjects breathe

Alan Parker, filmmaker

It is important to study Art for many well-researched and documented reasons. Art and Design subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. Creativity can also help with wellbeing and improving health and happiness. Learning through and about the arts enriches the experience of studying while at school as well as preparing students for life after school and helping them to develop critical thinking skills and the ability to interpret the world around them.

Students can acquire new skills. As well as knowledge of different art forms, media, and techniques, they can gain specialist skills in areas such as printing, painting, sculpture, and textiles.

Anyone who is passionate about art and design can recall formative moments of experiencing a work of art pushing through a creative challenge. When students are exposed to remarkable artworks or have opportunities to create, they will find that art is crucial to their individual growth and development and can even influence positively on their health and wellbeing.

What skills will the study of Art teach you?

Creativity is critical thinking and without it how are you going to open up and ask harder questions? Art opens up those... possibilities to think beyond what we already know.

Catherine Opie, artist

Our curriculum focuses on teaching core skills linked to drawing, painting, designing, and making and we show students how to improve their skills in a wide range of media, materials and techniques over the Key stages.

Teaching through the arts can present difficult concepts visually, making them easier to understand and allow students to develop creative problem-solving skills. Art and design instruction helps children with the development of fine motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Students will learn about colour, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork. Art and Design experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world.

An Art and Design education can help connect students with their own culture and allow them to explore and appreciate the cultures of others in the wider world

What will you know and understand from your study of Art?

- Gain practical knowledge of different artistic methods, techniques, media, and materials.
- Experience and develop understanding of how to communicate in a range of media to record from observation and express and create their own ideas.
- Know and understand how to work through a project from initial theme to final piece.
- Working independently to choose, select and trial ideas and contextual works that inspire.
- Understand how to draw from observation and translate this stimulus into their own development ideas.

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- Develop an appreciation of how artists are influenced by the world that surrounds them - context

How does your study of Art support your expertise in other subjects?

It was really when I was at art school that I started to see the relationship between history, philosophy, politics and art. Prior to that I thought that art was just making pretty pictures – actually art is connected to life.

Yinka Shonibare, artist

Studying Art and Design alongside other subjects significantly boosts student achievement. Schools that integrate arts into their curriculum show improved student performance in Maths, English, critical thinking, and verbal skills. Engagement with the arts helps young people develop a sense of their own identity and value. This in turn develops personal responsibility within their school and wider community

Arts and cultural learning encourage awareness, empathy and appreciation of difference and diversity and the views of others

How can you become an expert in Art?

[School is] all very robotic. It's all very, it needs to be this, this and this. You can't do this because it is wrong. It's all following a strict script. That's not what we're made to do. We're made to be our own person, we're made to go off and do something that someone else hasn't done before.

Student, Ark Helenswood, Hastings

Drawing is fundamental to our subject, and we use it to underpin all project work in both key stages. Observational drawing is taught and returned to each term to allow students to re-visit, practise and develop this core skill. Students will record using different media

and learn about the different qualities of each. Much of the recording will be underpinned by looking at the work of artists and designers so that students are exposed to a variety of different styles of art. Before you can draw well you need to be able to look at the world carefully and see the many varied ways that it has been recorded by others.

We aim to teach our students to understand how to complete a project from Working from the initial theme, through research and development towards final piece. Students gain confidence in their ability to use different art media.

Students will be given many opportunities to create their own art from developing ideas in response to the work they have explored. They can communicate their thoughts and ideas and organising them improves their understanding of what they want to create and how to produce it in increasingly effective ways. There are opportunities to engage in Art beyond the classroom from getting involved in afterschool sessions, taking part in competitions, and going on gallery visits.

KS4, students will develop and refine ideas and proposals, personal outcomes or solutions with increasing independence and acquire and develop technical skills through working with a broad range of media, with purpose and intent. Students will refine their ideas as work progresses through experimenting with media, materials, techniques, and processes.

Students understand how their work is assessed, how to get help with feedback and make improvements to their work. Students will be taught how to present visual and written information in different ways to best reflect the content and enhance work.

Students will be introduced to a wide range of artists, craftspeople and designers work which will develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies, and cultures. Developing an awareness of the different roles

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and individual work practices evident in the production of art, craft, and design in the creative and cultural industries

The projects in art require students to learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions.

What opportunities are there to experience Art beyond the classroom?

There is a wealth of activities to engage in beyond the classroom be it book clubs, debating groups, creative writing, or film clubs.

By making art a part of the national curriculum, we give the next generation of artists, designers, engineers, creators, and cultural leaders the opportunity to develop the imagination and skills that are vital to our future

Studying art and design at school opens the door to a range of careers in the creative industries. The creative industries, which include art, design, and music, are an important part of the British economy – one of the areas of the economy that is still growing.

How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in Art?

School in general is so stressful... this is the one lesson I look forward to every week because I know it's not going to majorly stress me out.

Student, Three Rivers Academy, Surrey

Arts and cultural learning are more important than ever for the health of our communities and our society. Here are some examples of why.

Spiritual- Art engages students with a range of styles

from different artists, leaving them at awe and wonder in the works of others. It allows students to express their ideas, feelings, and meanings through discussions and creating their own work.

Moral – Art allows students to discuss and evaluate a range of artwork that shows different aspects of life. They can respectfully share their ideas about what the artwork may convey.

Social – Art gives students the opportunity to work collaboratively with each other on artwork to create final pieces, exhibitions etc. They also have opportunities to engage with other artists in the community.

Cultural – Art supports cultural development of students because we ensure our curriculum covers a broad range of units that encompass cultures, beliefs, and religions around the world. We encourage students to share how the artwork influences the work of others and themselves.

Key Assessment Objectives

A01 - Developing ideas through investigations, demonstrating critical understanding of sources

A02 - Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

A03 - Record ideas, observations, and insights relevant to intentions as work progresses.

A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

How will you be assessed in Art?

In KS3 students are assessed using a colour code system of Yellow/Green/Blue and Pink. At KS4 students' assessments are linked to the four assessment objectives of the AQA Art and Design syllabus.

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How can the study of Art support students beyond school?

It doesn't matter if you're going to study history or geography or science, you still need to be creative because the people who are the outliers in those fields are the most creative people. To have art eroded in schools is disastrous...

Cornelia Parker, artist

Creativity is essential in a global economy that needs a workforce that is knowledgeable, imaginative, and innovative. Studying arts subjects also increases social mobility – encouraging and motivating students from low-income families to go into higher education. Studying the arts can also help with understanding, interpreting, and negotiating the complexities and diversity of society.

Students from low-income families who take part in arts activities at school are three times more likely to take a degree.

Arts education can also help with developing skills and ways of working that will benefit you in the future in whatever career you choose.

The leading people in any field are those who can think creatively and innovatively. These are skills that employers value alongside qualifications. Making and participating in the arts aids the development of these skills.

When you study art, you learn to work both independently and collaboratively, you also gain experience in time management – skillsets valued by employers.

Studying the arts teaches determination and resilience – qualities useful to any career. It teaches us that it is okay to fail, to not get things totally right

the first time and to have the courage to start again. As a drama student at King Ethelbert's School, Kent commented: 'Like with every yes, there is like 10 nos... It has taught me that if I work on it, I will get there eventually. It is determination and commitment. It has definitely helped'.

How are the six principles of nurture embedded in Art lessons?

Language is a vital form of communication

In the art department we encourage discussions about artwork. This enables students to take a visual reference and analyse – communicating their own thoughts, feelings, and opinions about the artwork respectfully which leads to class debates. Meaning that students must be able to explain their reasoning behind their opinion. Art is subjective, and therefore there is not always a right or a wrong answer but allows deep and meaningful conversations with students.

We also provide reading homework's for our students at ks3 that contains key vocabulary, helping to embed and prepare students for their own independent analysis of artists during ks4.

The classroom offers a safe base

In the Art department we have high expectations regarding behaviour and engagement in lessons. We follow the Scalby School behaviour for learning system (outlined on p8 of the student planner), we have a matrix system for students who are causing a concern and we seek support from the SLT Active Patrol, where necessary. Pupils feel safe and know that whole school standards are applied consistently and fairly by all members of the department.

Children's learning is understood developmentally

Students are set according to ability and regular assessment allows changes to groups in consultation with the student and parent/carer. All teachers complete SEN Provision Maps for each class and these are saved on the Pedagogy platform and link to the SEN



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register and My Profiles. Knowing our SEN students well enables us to differentiate effectively - be it with coloured overlays, ensuring our instructions are clear and understood, and using visualisers to demonstrate the skills we are looking for.

The importance of nurture for the development of wellbeing

If you don't make mistakes you're not even trying.

Colman Hawkins, Musician

Students in Art know that we offer a safe environment conducive to learning. We discuss the fact that mistakes are the stepping stones to learning and no-one should ever be worried about getting something wrong. Staff treat students with respect and students treat staff and their peers with respect.

All behaviour is communication

As part of Scalby School's behaviour policy, C3s and C4s are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom, teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours which are a cause for concern are raised with the Pastoral or SEND teams so the correct intervention and support can be put in place.

The importance of transition in children's lives

The school uses data from our primary feeder schools and from tests students take on introduction day to ensure they are placed in the correct set according to ability. We monitor progress very carefully and have regular set review meetings. If it is felt that any student would benefit from a set move up or down, contact is made with home, the HOY, and the SENDCo. Any set changes are handled sensitively.

In Year 8 students are supported during mentor time in making their options choices. As a department, we also offer students the opportunity to ask us questions

about the GCSE Art course and we discuss the course content and the benefits of studying a creative subject.